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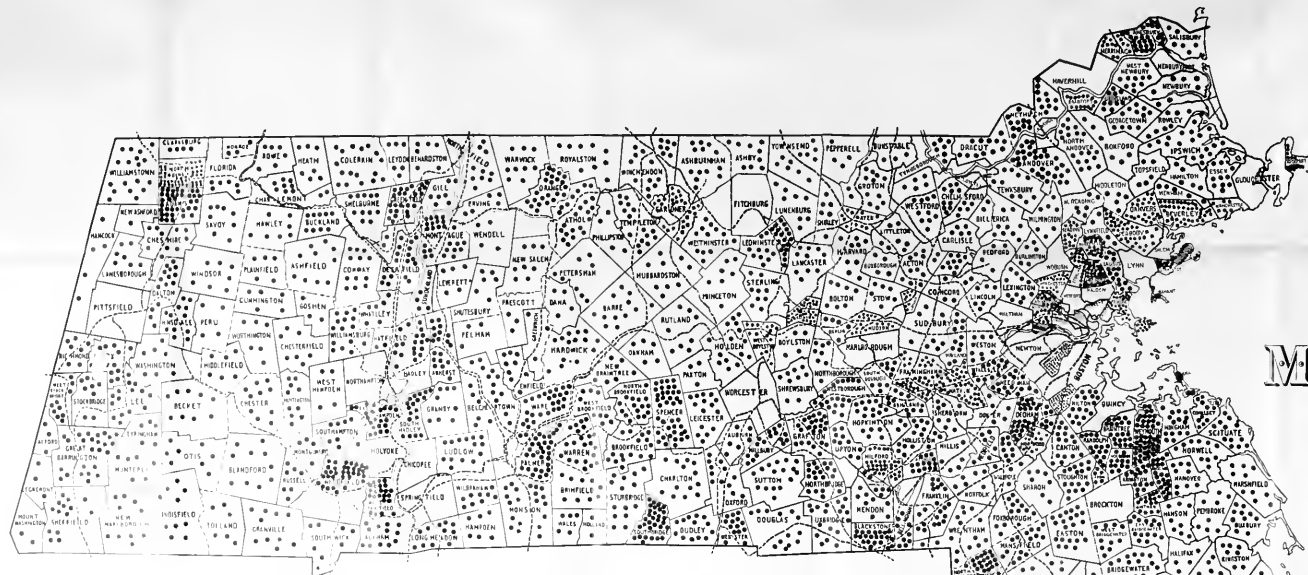
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THE PUBLIC SCHOOLS of MASSACHUSETTS.

Population 1890 2238943.

PUBLIC SCHOOLS.

NUMBER OF FREE PUBLIC SCHOOLS, 7091
HIGH, 245
EVENING, 255

NORMAL SCHOOLS.

NUMBER OF NORMAL SCHOOLS, 5
ART SCHOOLS, 1

ATTENDANCE.

NUMBER OF PERSONS BETWEEN 5 AND 15 YEARS
OF AGE MAY 1st 1892, 382,956
NUMBER OF PUPILS OF ALL AGES IN THE PUBLIC
SCHOOLS DURING THE YEAR ENDING MAY 1st 1892,
383,217.
PER CENT OF ATTENDANCE BASED ON AVERAGE
MEMBERSHIP, 90.

TEACHERS.

NUMBER OF TEACHERS EMPLOYED
MEN 992, WOMEN 9,973, 10,965.
NUMBER OF TEACHERS TRAINED IN NORMAL SCHOOLS, 4059
NUMBER WHO HAVE GRADUATED FROM, 3,267.

SUPERINTENDENTS.

NUMBER OF SUPERINTENDENTS IN THE STATE MAY 1st 1892, 135

ANNUAL EXPENDITURE OF SCHOOLS.

EXPENDED FOR SCHOOLS EXCLUSIVE OF REPAIRING AND
ERECTING SCHOOL HOUSES, \$6,668,690.93.
FOR EACH CHILD BETWEEN 5 AND 15 YEARS OF AGE, \$1.41
INCLUDING REPAIRING AND ERECTING SCHOOL
HOUSES, \$1.9515, 556.65.
FOR EACH CHILD BETWEEN 5 AND 15 YEARS OF AGE, \$2.432.

CITIES. POPULATION. N. OF SCHOOLS.

BOSTON	448,477	574	MARLBOROUGH	13,805	43.
BROCKTON	22,294	100	MEDFORD	11,079	41.
CAMBRIDGE	70,028	253	NEW BEDFORD	40,733	120.
CHelsea	21,909	81	NEWSPORT	13,947	37
CHICOPET	14,050	31	NEWTON	24,379	93
EVERETT	11,068	41	NORTHAMPTON	14,990	62
FALL RIVER	77,398	180	PITTSFIELD	17,281	25
FITCHBURG	22,037	68	QUINCY	16,723	70
GLOUCESTER	24,151	89	SALEM	30,801	93
Haverhill	27,412	86	SOMERVILLE	40,152	142.
HOLYOKE	35,637	78	SPRINGFIELD	41,719	129.
LAWRENCE	44,657	113	TAUNTON	25,448	85.
LOWELL	77,696	45	WALTHAM	18,707	54.
LYNN	55,727	174	WOBURN	13,499	47.
WALDEN	23,031	84	WORCESTER	84,655	283.

BOARD OF EDUCATION.

HIS EXCELLENCY, WILLIAM E. RUSSELL, GOVERNOR.
HIS HONOR, ROGER WOLCOTT, LIEUTENANT GOVERNOR.
ELIJAH B. STODDARD
ALONZO A. MINER.
ALICE FREEMAN PALMER.
ADMIRAL P. STONE.
KATE GANNETT WELLS.
MILTON B. WHITNEY.
GEORGE I. ALDRICH.
ELMER H. CAPEN

From English High and Latin School, Boston



OFFICERS.

JOHN W. DICKINSON, SECRETARY.
C. B. TILGNER, TREASURER.
AGENTS.
GEORGE A. WALTON.
JOHN T. PRINCE.
ANDREW W. EASON.
GERRIT T. FLETCHER.
JAMES W. MACDONALD.
HENRY T. BAILEY.
L. WALTER SARGENT.

Each Represents A Common School.
Number Of Schools In Cities Given In Table.

DESIGNED AND DRAWN BY GEORGE H. BARTLETT.
From Boston, Mass.

FIFTY-SEVENTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION:

TOGETHER WITH THE

FIFTY-SEVENTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD,

1892-93.

JANUARY, 1894.

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STATE BOARD OF EDUCATION, 1894.

EX OFFICIIS.

HIS EXCELLENCY FREDERIC T. GREENHALGE, *Governor.*

HIS HONOR ROGER WOLCOTT, *Lieutenant-Governor.*

BY APPOINTMENT.

ALICE FREEMAN PALMER,	. Cambridge,	. . .	May 25, 1894.
ADMIRAL P. STONE,	. . Springfield,	. . .	May 25, 1895.
KATE GANNETT WELLS,	. Boston,	. . .	May 25, 1896.
MILTON B. WHITNEY,	. . Westfield,	. . .	May 25, 1897.
GEORGE I. ALDRICH,	. . Newtonville,	. . .	May 25, 1898.
ELMER H. CAPEN,	. . Somerville,	. . .	May 25, 1899.
ELIJAH B. STODDARD,	. . Worcester,	. . .	May 25, 1900.
GEORGE H. CONLEY,	. . Boston,	. . .	May 25, 1901.

SECRETARY.

JOHN W. DICKINSON,* *Newton.*

CLERK AND TREASURER.

C. B. TILLINGHAST, *Boston.*

AGENTS.

GEORGE A. WALTON,	. . . . .	<i>West Newton.</i>
JOHN T. PRINCE,	. . . . .	<i>West Newton.</i>
ANDREW W. EDSON,	. . . . .	<i>Worcester.</i>
G. T. FLETCHER,	. . . . .	<i>Northampton.</i>
JAMES W. MACDONALD,	. . . . .	<i>Stoneham.</i>

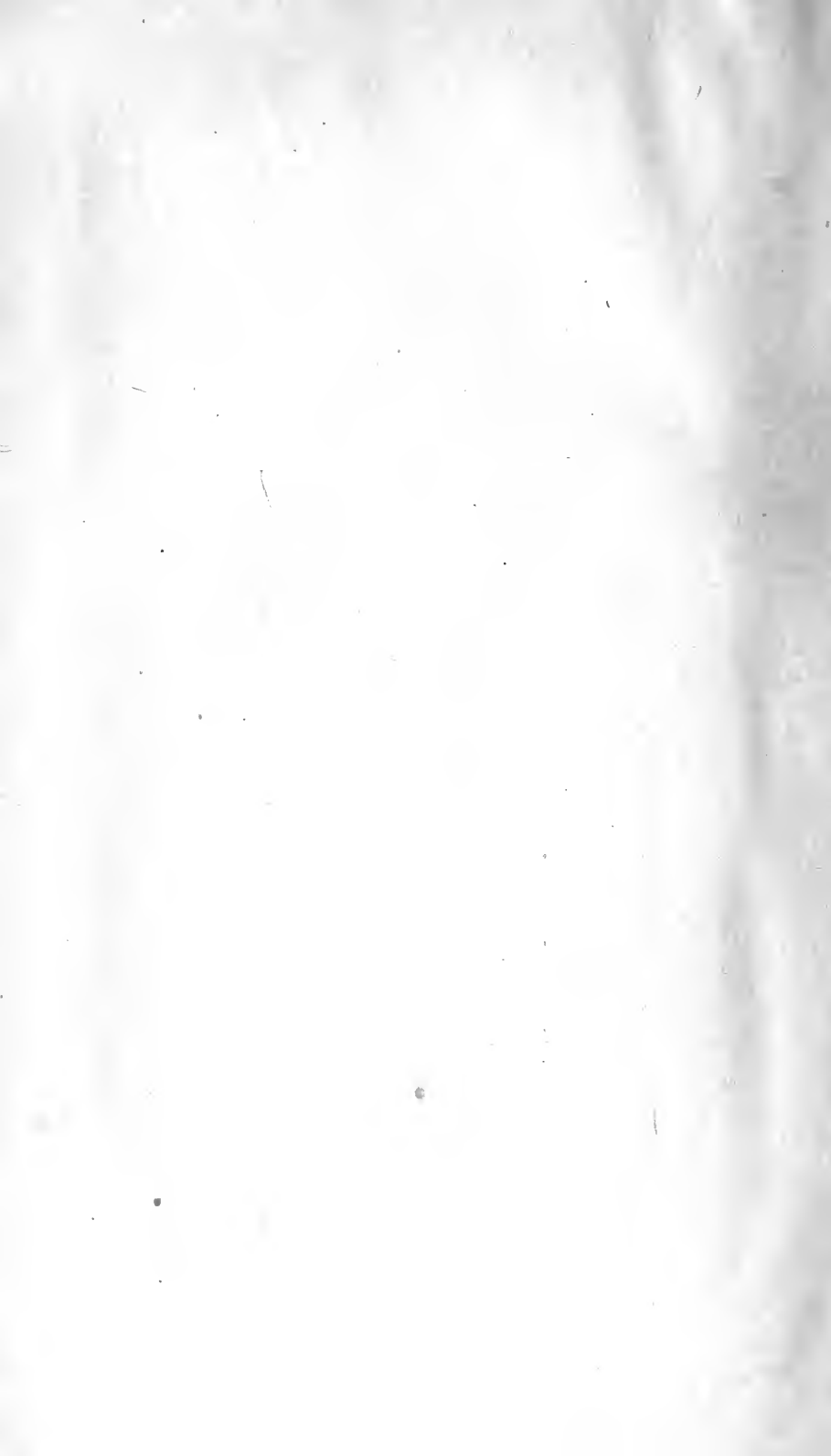
AGENT FOR THE PROMOTION OF INDUSTRIAL DRAWING.

HENRY T. BAILEY, *North Scituate.*

ASSISTANT FOR WESTERN COUNTIES.

L. WALTER SARGENT, *North Grafton.*

* Resigned Dec. 30, 1893.



ANNUAL REPORT

OF THE

BOARD OF EDUCATION.



ANNUAL REPORT.

The Board of Education has the honor of submitting to the Legislature its fifty-seventh annual report.

Detailed reports of the visitors of all the normal schools, of the secretary and the agents of the Board, the financial statement, the abstract of school returns, and other matters of importance are also submitted. Special attention is called to these reports and statistics, to the condition of the schools which they set forth, and to the recommendations which have been made.

The Board has no power whatever to control the schools, or to examine or appoint teachers. It has authority, however, to obtain annually full information in regard to the condition of public education, and, through the important work of its secretary and agents, to co-operate with every good influence in promoting the progress of the schools and in recommending wise legislation.

The principal work of the Board consists in the care and direction of the six normal schools. This work has been actively prosecuted throughout the year with unusually promising results. Last September 287 new students entered the five normal schools in Bridgewater, Framingham, Salem, Westfield and Worcester, while the whole number in attendance at the opening of the school year was 824. An appropriation of \$200,000, in addition to the amount that may be realized from the sale of the present property, not less than \$25,000, was made last winter for a new building at Salem. When that is completed every normal school except Worcester will have been provided within ten years with new and admirable buildings.

For many years discussion has been going on as to the best means of securing an adequate supply of teachers for our public

schools who possess the essential qualifications of high character and intellectual ability, liberal education and professional training. The normal schools were established to give this professional training to the public school teachers of the Commonwealth, and only in so far as they do this important work effectively have they solid grounds of existence at public expense. One of the chief obstacles their leaders have had in securing the highest results from their teaching has been the insufficient preparation which the students have brought to their normal studies. A more thorough and more advanced education should be secured before the normal school work is attempted. Then purely academic instruction would no longer be necessary and all subjects could be treated professionally. The Board of Education believes that the time has come when the standard of admission to the normal schools must be raised, in the interests of the schools of every grade. Early this year they therefore announced that on and after September, 1894, all students, before presenting themselves for examination for admission to the normal schools, shall be graduates of high schools of a standard satisfactory to the Board, or shall have had an equivalent education. This can now be done without hardship, since there has been an enormous increase of high schools and of free public libraries, especially in the western part of the State, during the years since the present requirements for admission were fixed. At present less than fifty of the towns in the State, and these are among the smallest, are without a free library, while the Legislature has offered assistance to these towns in proportion to their own efforts in establishing such libraries. Practically, to the whole school population of the State, high school instruction is available and free. There are 247 high schools and 94 academies among the 352 cities and towns of the State. Under the law approved April 30, 1891, any town not maintaining a high school is required to pay the tuition of any child of the town who, with the approval of its school committee, attends the high school of another town or city. In several towns secondary instruction is provided for those students who would otherwise be in high schools, by the towns paying their tuition in academies. In some towns the founders of academies have provided for free secondary instruction to all the children of these towns. After this year, there-

fore, a good high school education will be required for entrance to all normal schools, only one class will be admitted and graduated each year, and all the work of all courses will be made as strictly professional as possible. The aim will be to teach the history, the philosophy, the science, the art of teaching as applied to every subject discussed, and not primarily to teach the subject-matter itself. Three of the normal schools have offered to college graduates and others of advanced training short courses in the methods of teaching special subjects, such as classics, modern languages, science, etc., particularly in the secondary schools. Several of the colleges in the State have provided for the teaching of pedagogy by special instruction, or by the professors, each in his own field, or by both, and increasing interest is felt among the best teachers everywhere in the success of these and all efforts to raise the level of the teachers' profession.

For some time there has been an increase in the number of women, with a decrease in the number of men teachers in the public schools. At the same time the average salaries of the men have increased, while the women's have slightly decreased, owing doubtless to the fact that large numbers of young women are still entering upon teaching temporarily, with little preparation. It is a great misfortune that larger numbers of young men of first-class ability and generous education are not drawn into the service of the schools, but this will not happen until the election of teachers is entirely removed from political influences, and the standard of scholarship and professional ability is raised. It is nothing short of a calamity that about fifteen hundred raw recruits annually enter the corps of public school teachers in this State, and that one-half of all the teachers have had no systematic instruction for their profession. If proper requirements were made imperative, and with an increase of the school fund to aid the poorer towns, there were established a State examination and certification of teachers, the supply would no longer exceed the demand, salaries of teachers would rise to the level paid for all other professional service, and men and women of the best ability and training would be found in the schools in constantly increasing numbers.

Notwithstanding all that remains to be done, the Board

believes that the State has never had in its service before a teaching force so thoroughly alive to improvement, so devoted to the highest interests of the community, so full of intelligent discussion and ambition, as to-day. Besides the great State and county associations, thirty local and voluntary associations in the State are reported, and numberless clubs and conferences for study and discussion are formed. Twenty-nine teachers' institutes, at the expense of the State, and under the direction of the secretary of the Board, have been held this year, and sixteen institutes for school committees and superintendents. At these meetings permanent organizations have been formed and future meetings have been arranged. A series of conferences of teachers in the secondary schools has been held in Boston, at which good numbers have discussed the best methods of teaching high school subjects. During the entire year special attention has been given to the courses of study and the method of instruction in high schools.

Citizens of every creed and party may well take pride in such signs of loyalty to the public school system as the following facts show : —

May 1, 1893, the amount of money raised by taxation for the support of the schools amounted to \$9,663,707.49; for each child in the State between the ages of five and fifteen years, \$24.77. The State school fund now amounts to \$3,665,761.88, with an income of \$149,245.27. One-half of this fund is used to pay general educational expenses, and one-half to aid the small towns whose taxable property does not exceed \$3,000,000 in supporting their public schools. The income paid to these towns is distributed to them in proportion to their lack of ability to help themselves; but it is not sufficient and should be increased.

The average length of the school year is eight months and thirteen days. The average attendance is 90 per cent., based upon the average membership.

New care is everywhere exercised in building school-houses with more intelligent ideas of comfort, health and beauty.

Kindergartens are increasing; the grammar schools, in more frequent promotions and more active criticism of the courses of study, reveal a vigorous life; and the high schools report 1,100 more pupils than last year, — in all, 28,582.

Interest in manual training grows, and the event of the year in this department is the opening of Boston's great school.

Through the direct aid of the State, the small towns, as well as the cities and large towns, have been able to supply themselves with skilled supervision for the schools, until nearly 90 per cent. of all the school children of the State are under such supervision.

To the great value of the Massachusetts educational exhibit at the World's Fair the most gratifying proofs are constantly received, and the Board has already urged the importance of securing this exhibit as the nucleus of a pedagogical museum. The State is deeply indebted to the gentlemen who generously rendered invaluable service on the committee which prepared the exhibit, and to those who took charge of it in Chicago.

This year will be memorable in the history of the Board as the last in the long service of its eminent secretary. For seventeen years Dr. Dickinson has devoted himself untiringly to maintaining the standards of education within the State, and his name is a familiar one beyond its borders. His salary has been small, his earnestness great. In the discharge of his duties nothing has been counted petty, laborious or distasteful. He has inspected schools, made himself acquainted with teachers, organized and addressed institutes, interviewed legislators. He has watched every channel of influence which might, in his judgment, increase the power of the normal schools. The Board here records its sense of the value to the State of Dr. Dickinson's long period of service and unites in praising his public spirit, his faithfulness to his ideals, and his persistent energy in carrying out his convictions.

ALICE FREEMAN PALMER,
for the Board.

IN BOARD OF EDUCATION, Dec. 7, 1893.

Approved and adopted as the report of the Board.

ELIJAH B. STODDARD, *Chairman pro tempore.*
C. B. TILLINGHAST, *Clerk.*

Boston, Dec. 31, 1893.



REPORTS OF VISITORS

OF THE

NORMAL SCHOOLS.

STATE NORMAL SCHOOL, BRIDGEWATER.

ALBERT G. BOYDEN, PRINCIPAL.

INSTRUCTORS.

ALBERT GARDNER BOYDEN, A.M., Educational Study of Man, including the Study of the Body, of the Mind, Science and Art of Teaching, School Organization, School Government, School Laws of Massachusetts and History of Education; FRANZ HEINRICH KIRMAYER, Latin, Greek, French, German; ARTHUR CLARKE BOYDEN, A.M., Chemistry, Mineralogy, Zoölogy, Geology, History and Civil Polity; WILLIAM DUNHAM JACKSON, Botany, Physics, English Literature, Advanced Algebra and Geometry; FRANK FULLER MURDOCK, Geography, Physiology and Hygiene, Physical Training; HARLAN PAGE SHAW, Physical Science, Industrial Laboratory; FRANK ELLIS GURNEY, Classics, Astronomy; ISABELLA SARA HORNE, Vocal Culture and Reading; CLARA COFFIN PRINCE, Vocal Music, Algebra, Geometry; FANNIE AMANDA COMSTOCK, Arithmetic, Rhetoric, Botany; EMMA CURTIS FISHER, Elementary English, Grammar, Geometry; ELIZABETH HELEN PERRY, Drawing; BESSIE LOUISE BARNES, Assistant Instructor in Physical Training; Model School, LILLIAN ANDERSON HICKS, Principal, CHARLOTTE LOUISE VOIGT, MARTHA WILLIAMS ALDEN, FLORA MAY STUART, ALICE MAY WORMWOOD; Kindergarten, ANNE MORGAN WELLS.

The statistics for the fifty-third school year, ending Aug. 31, 1893, are as follows:—

TERMS BEGAN SEPT. 8, 1892, AND FEB. 9, 1893.	FIRST TERM.			SECOND TERM.			FOR THE YEAR.		
	Men.	Women.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
Members, . . .	50	185	235	53	186	239	58	214	272
Entering Classes, . .	13	56	69	8	29	37	21	85	106
Graduates, . . .	3	13	16	16	63	79	19	76	95

The whole number of students who have been members of the school is 3,907, — 1,158 men, 2,749 women.

The number who have received certificates or diplomas is 2,427, — 742 men, 1,685 women; 178 of whom have graduated from the four-years course, — 101 men, 77 women.

Of the 272 members of the school for this year, Plymouth County sent 83; Norfolk, 47; Bristol, 30; Middlesex, 21; Essex, 14; Worcester, 13; Barnstable, 10; Suffolk, 8; Nantucket, 5; Franklin, 4; Hampshire, 3; Berkshire, 1; the State of New Hampshire, 18; Maine, 6; Rhode Island, 2; Vermont, 2; New York, 2; South Carolina, 1; Nova Scotia, 1; and Jamaica, W. I., 1. Total from Massachusetts, 12 counties and 94 towns, 239; other States and countries, 33.

The number of students during the year pursuing the special course has been 7, of whom two were college graduates; the four-years course, 80, — 36 men, 44 women; the number in the intermediate course, 17; in the two-years course, 168.

The distribution of the students the first term was as follows: special course, 2; four-years course, 73; intermediate course, 17; two-years course, senior class, 17; sub-senior class, 67; ex-junior class, 17; junior class, 42. The distribution during the second term: special course, 7; four-years course, 75; intermediate course, 13; two-years course, senior class, 66; sub-senior class, 19; ex-junior class, 34; junior class, 25.

The average age of those admitted during the year was 19 years 3 months; of the men, 19 years 6 months; of the women, 19 years 2 months.

Of the 106 admitted, 3 came from college, 3 from normal schools, 80 from high schools (54 graduates, 26 under-graduates), 6 from grammar schools, 12 from academies and private schools, 2 from business college; of these, 25 had taught.

The occupations of the fathers of those admitted were given as follows: mechanics, 33; farmers, 18; merchants and traders, 11; book-keepers and clerks, 8; teachers and professional men, 6; manufacturers, 4; seamen, 4; laborers, 4; superintendents and foremen, 3; miscellaneous, 4; not given, 11.

Of the 106 pupils admitted during the year, Bridgewater and Brockton sent 9 each; Fall River, Plymouth and Quincy, 4 each; Braintree, Hyde Park, Medway and Nantucket, 3 each; Berlin, Boston, Cambridge, Chatham, Manchester, Middleborough and Worcester, 2 each; Abington, Ashburnham, Athol, Attleborough, Berkley, Billerica, Bourne, Canton, Carver, Dighton, Duxbury, Fairhaven, Gloucester, Greenfield, Hanson, Hatfield, Kingston, Lancaster, Leominster, Malden, Marblehead, Maynard, Medford, Pittsfield, Rehoboth, Rockland, Rutland, Salem, Shirley, Taunton, Wareham, Westborough, West Bridgewater, Westminster, Westport and

Weymouth, 1 each; New Hampshire, 5; Maine, 4; New York, 1; Rhode Island, 1; South Carolina, 1; Nova Scotia, 1; Jamaica, W. I., 1.

Schools from which Students came during the last Ten Years.

YEAR.	High Schools.	Graduates of High Schools.	Undergraduates of High Schools.	Academies and Private Schools.	Colleges.	Normal Schools.	U. S. Naval Academy.	Grammar Schools.	Ungraded Schools.	Total.
1883-84, . . .	53	37	16	9	4	1	-	16	1	84
1884-85, . . .	50	30	20	17	1	2	-	17	5	92
1885-86, . . .	66	36	30	12	4	3	1	9	1	96
1886-87, . . .	71	46	25	16	2	2	-	6	3	101
1887-88, . . .	68	41	27	18	2	2	-	10	0	100
First five years, .	308	190	118	72	13	10	-	58	10	473
1888-89, . . .	85	66	19	15	2	4	-	5	0	111
1889-90, . . .	78	61	17	13	3	1	-	7	0	102
1890-91, . . .	81	62	19	11	3	1	-	2	0	98
1891-92, . . .	98	80	18	11	1	5	-	5	0	120
1892-93, . . .	80	54	26	14	3	3	-	6	0	106
Second five years, .	422	323	99	64	12	14	-	25	0	537

Average number admitted annually, first five years, 95; from high schools, 65 per cent.; academies and private schools, 15 per cent.; colleges, 3 per cent.; normal schools, 2 per cent.; grammar schools, 12 per cent.; ungraded schools, 2 per cent.

Average number admitted annually, second five years, 107; from high schools, 79 per cent.; academies and private schools, 12 per cent.; colleges, 2 per cent.; normal schools, 3 per cent.; grammar schools, 4 per cent.; ungraded schools, none.

These statistics show that the school has numbered 272 students, ten more than in any previous year, representing twelve counties and ninety-four towns in Massachusetts and six other

States. Ninety-five have graduated, nineteen more than ever before in one year, of whom fifteen finished the four-years course.

As usual, demands for skilled teachers far in excess of the supply to meet them come to Bridgewater from all parts of this Commonwealth, from many other States, and from all grades of schools. But, most encouraging of all, it appears that the students are entering the normal school with better preparation than they presented formerly. It is also expected that the new requirements for admission, which go into effect next year, will distinctly increase the working power of the students in every direction.

This school is instructing not only its students, but a constantly increasing number of teachers, members of school committees and superintendents who come to study its methods in all departments.

Last May the semi-annual meeting of the Council of Presidents of State Normal Schools of New York was held at the school. Ten of the eleven presidents spent two days in observing and discussing its work.

Bridgewater is also rendering a substantial public service by conducting a series of experiments on graded courses of study for primary and grammar schools. These courses it tests in its model school, and when perfected they are furnished on request to teachers and superintendents everywhere. A course of this sort in nature study, prepared by Mr. A. C. Boyden, and adapted to the fall, winter and spring, has been called for very widely. Mr. Boyden devotes his Saturdays and many evenings besides in aiding teachers of these studies in different cities. Mr. Murdock is doing similar work in geography. Miss Perry has prepared courses in drawing for schools of all grades, and these have been tested by use in the model school, and in the Bridgewater High School, under her direction.

Perhaps the most important single event of the year is the establishment of a kindergarten. This has been done in spite of many difficulties. There was no room for this addition, and it was therefore decided to give up temporarily the general library during the morning for the kindergarten, since it seemed impossible to longer delay providing this essential training for the intending teachers.

The model school had 175 pupils when it came into the new building in 1891. It now numbers 220, including twenty in the kindergarten, and the primary rooms are crowded. All the grades of the model school are used constantly for observation and practice. Indeed, several normal students have remained an extra term to teach under guidance, with great profit to themselves and to their future schools. It is clear that ample opportunities for such practical experience in meeting the actual problems of the school-room are essential to any adequate training of our teachers. But it is also evident that two hundred and fifty persons need a far larger model school for practice than anything we have at present. The kindergarten should be doubled, and a high school should be added at once. The lack of room is the only hindrance.

We make therefore the following recommendations :—

1. That a second teacher should be appointed in the kindergarten.

2. That another section should be added to the south end of the school building for the enlargement of the model school, the kindergarten, the high school and the industrial departments. This can be done without architecturally interfering with the other interests of the school, and is essential to the development of the school.

3. That coal pockets should be constructed under the driveway adjacent to and opening into the boiler-house. The capacity of the heating plant was doubled when the new school was built, but no increase of coal storage was provided. The coal-bins under the boarding hall are inconvenient of access and inadequate. For the sake of saving labor, and of being able to buy coal in quantities and to the best advantage, these changes should be made at once.

4. That a separate laundry should be built on the lot south of the school and fitted with suitable machinery, and that the room which the laundry has hitherto occupied in the basement of Normal Hall should be added to the cooking department.

5. That the northern half of the first floor in the east wing of Normal Hall should be converted into a dining-room.

6. That another hall for students' rooms should be built as early as possible. All available rooms are full, students are

obliged to board at a distance, and further provision for living is much needed.

It may not be possible to carry out all these recommendations in a single year, but it is the plain duty of the State to promptly carry the existing normal schools to a higher degree of perfection than they have yet reached.

ALICE FREEMAN PALMER.
GEORGE I. ALDRICH.

STATE NORMAL SCHOOL, FRAMINGHAM.

MISS ELLEN HYDE, PRINCIPAL.

INSTRUCTORS.

Miss ELLEN HYDE, Psychology, Principles and Methods of Teaching; Miss AMELIA DAVIS, Mathematics and Astronomy; Miss SARAH E. PRATT, Physics, Geography, History of Education, Latin and Book-keeping; Miss SUSAN J. HART, Natural Sciences; Miss M. ELIZABETH HOLBROOK, History and Civil Polity; Miss MARY E. MOORE, English Language and Literature; Miss LILLIAN ORDWAY, English Language and Latin; Miss HENRIETTA L. GRAVES, Drawing and Geology; Miss JANE E. IRESON, Elocution; Miss MARY H. STEVENS, French; Mr. W. S. TILDEN, Singing; Miss MARY E. TRASK, Critic of Teaching; Mrs. ADELIA M. PARKER, Critic of Teaching; Miss AUGUSTA BARBER, Practice School, Primary Department; Miss J. ANGELINE SMITH, Practice School, Grammar Department; Miss NELLIE A. DALE, Practice School, Intermediate Department; Miss ANNA J. BRADLEY, Sloyd.

The discipline and methods of the school have never been more thoroughly tested than in this last year, when, on account of ill-health, Miss Ellen Hyde, the principal, was obliged in February to go to California, with the expectation of returning in the summer. But her physicians so strongly insisted upon a longer period of rest for her that the Board granted her leave of absence until January.

Though the school has missed her daily presence, her organizing activities and the inspiration of her teaching, yet for years she has set before the school such a high standard of devotion to work, and has so penetrated the faculty and the pupils with enthusiasm, that everything has prospered during her absence. Each department has been so ably filled that no want of harmony and no lack in thorough teaching or administration of affairs has occurred.

Miss Amelia Davis, who has long been assistant principal, has acted as principal of the school, while the management of all outside affairs and the internal economy of the boarding-

houses has been under the wise direction of Miss Sarah E. Pratt. Both ladies deserve the highest praise for their admirable management. They even relinquished part of their summer vacation to superintend necessary repairs in the buildings.

Others of the faculty have also kindly assisted in various ways, and Dr. Dickinson last spring gave a valuable course of lectures on methods to the senior class.

We regret to record the resignation of Miss Celeste E. Bush, after four years of rarely excellent teaching in history, civil polity, physiology, etc. Her influence upon the girls in moulding their characters was very valuable. We entreated her to remain with us, but her family claimed her sympathies and attention.

Her classes have been assigned to Miss M. E. Holbrook, whose work in turn has been given to Miss Mary C. Moore, a new teacher at Framingham, but of well-tried ability and long experience in other schools, and a special student of the Harvard Annex. Miss Graves has taken Miss Lacey's place as teacher of drawing, who has accepted an excellent position elsewhere.

Lectures on various and important subjects have been given by Miss Katharine Stone, Miss Edna Dean Proctor, Mrs. Dita H. Kinney, Mrs. Hopkins, Mrs. Lydia Noble, Mrs. Elizabeth Brown, Mrs. W. W. Goodwin, Mrs. E. D. Cheney, Rev. Mr. Latimer, Rev. Edward G. Porter, Mr. G. I. Aldrich, Mr. G. A. Walton, Mr. J. T. Prince, Mr. S. W. Davis, Mr. E. Charlton Black, Mr. Gustaf Laarson, Mr. Henry T. Bailey and Hon. J. W. Dickinson. All but three of the lectures were free gifts.

Dr. Miner's withdrawal from the Board of Education was like a personal loss to the school, for he had always been its steadfast friend, devoted to its educational and financial interests, cordial and inspiring in his intercourse with teachers and pupils.

In the summer the Johnson system of automatic regulation of temperature was put into May Hall, and promises to prove of as much benefit to the school at Framingham as it already is to the Bridgewater school.

The fact that we have two small boarding halls instead of one large one necessarily increases our expenses. At the same time we gain in refinement of manner of living, in closer personal intimacy of teacher and pupil, and in the general advantages of a home life. We think that the character of our girls is

directly improved by their living in two houses. Much is done in the way of social, friendly intercourse. Saturday evening the girls sew for some charity as some one reads aloud, and then all have a gymnastic frolic or a dance or games before retiring. The classes take turns in giving to one another receptions and tableaux, all without any expense. Sunday is a very happy day of church attendance and home quiet and pleasantness.

We speak of these minor points because their influence goes far in transforming good and bright girls into accomplished and sympathetic teachers; nor should we hesitate to own that good manners help toward success in becoming skilled instructors, who can arouse enthusiasm in their pupils. The cup of broma, furnished at cost each day to the day pupils who are not boarders, bears its part, too, in maintaining their health and good spirits.

With due attention to such details the greater work of broadening and elevating the curriculum of study has also steadily advanced. No more important step has been taken in regard to it than the decision of the Board of Education last June, which permits instruction in normal work to be given to college graduates and to those of equivalent education by means of special courses in our normal school. Such a decision dignifies pedagogy as an art and places it in its true relation to liberal culture.

The statistics of the school are as follows:—

Number admitted: September, 1892, 63; February, 1893, 10; total, 73.

Number graduated: January, 1893, 6; June, 1893, 23; total, 29.

Whole number of pupils for the year 1892-93, 147.

Average age of those admitted: September, 1892, 19 years; February, 1893, 19 years, 3 months; 2 unknown.

Number of graduates of high schools: September, 1892, 44; February, 1893, 3; total, 47.

Occupations of parents: farmers, 29; mechanics (of all kinds), 47; merchants (of all grades), 14; manufacturers, 4; professional, 6; real estate and insurance agents, 5; railroad men, conductors and ticket agents, 5; clerks, 3; miscellaneous, 17; unknown, 17; total, 147.

Residences of pupils: Massachusetts,—Berkshire County, 2; Bristol County, 3; Dukes County, 4; Essex County, 3; Franklin

County, 3 ; Middlesex County, 58 ; Norfolk County, 8 ; Plymouth County, 1 ; Suffolk County, 1 ; Worcester County, 32, — 115. Other States, — Connecticut, 3 ; Illinois, 1 ; Indiana, 1 ; Maine, 6 ; Missouri, 1 ; New Hampshire, 10 ; New York, 5 ; Pennsylvania, 2 ; Vermont, 2, — 31 ; unknown, 1 ; total, 147.

KATE GANNET WELLS.
GEORGE H. CONLEY.

STATE NORMAL SCHOOL, SALEM.

DANIEL B. HAGAR, PRINCIPAL.

INSTRUCTORS.

DANIEL B. HAGAR, A.M., Ph. D., Psychology Applied to Principles and Methods of Teaching, School Management, History of Education, School Laws of Massachusetts, Civil Government, Advanced Latin, and General Exercises; ELLEN M. DODGE, Mental Philosophy, English Literature and German; CAROLINE J. COLE, English Literature, General History, Astronomy, Geography and English Composition; SOPHIA O. DRIVER, Latin, English Grammar, Geology and English Composition; HARRIET L. MARTIN, Algebra, Geometry, Advanced Arithmetic, Book-keeping and English Composition; E. ADELAIDE TOWLE, Physiology, Object Lessons and English Composition; MARY E. GODDEN, United States History, Grammar and English Composition; HARRIET D. ALLEN, Reading, Elocution, Physical Culture, English Composition and School Records; ABBIE E. RICHARDS, Arithmetic, Geography, Advanced Geometry and English Composition; M. JEANNETTE BROOKINGS, Arithmetic, Geography and Penmanship; JESSIE P. LEAROLD, Botany, French and English Composition; CHARLES E. ADAMS, Physics, Chemistry, Zoölogy and Manual Training; CHARLES F. WHITNEY, Drawing; GISH GARWOOD, Vocal Music.

There is little to report in the way of change in this school. The board of teachers remains the same. The work of the year has gone forward harmoniously and prosperously. The patronage of the school continues large. It draws its pupils from a large and populous area, and renders a most important service in raising up a body of trained teachers for the north-eastern section of the State.

In view of the position of the school and the work done by it, the visitors in their report last year recommended that steps be taken to secure a new building, equipped with modern facilities for normal school work. This recommendation received the endorsement of the full Board, and the subject was presented to the Legislature, through the Committee on Education, and an appropriation was obtained of \$200,000, in addition to the proceeds to be derived from the sale of the present prop-

erty of the school. A fine lot has been purchased, in South Salem, bordering on Lafayette Street and Loring Avenue, containing one hundred and fifty-six thousand six hundred square feet. It is high land, commanding a fine outlook, and is well situated with reference to transportation. Mr. J. Philipp Rinn has been engaged as architect. The summer has been employed in studying and perfecting plans. That work is now completed. The Governor and Council have given their approval and the contracts have been awarded to Messrs. Balcomb & Peterson of Salem. The building will doubtless be ready for occupancy by the autumn of 1895, and will be the largest and finest structure of the kind in the Commonwealth.

STATISTICS.

1. The whole number of pupils belonging to the school during the year was 201. Of this number, Essex County sent 100; Middlesex, 61; Suffolk, 6; Hampshire, Norfolk, Plymouth and Worcester, 1 each. The State of Maine sent 6; New Hampshire, 16; Vermont, 5; Connecticut, 1; and the District of Columbia, 2.

2. The number present during the term which closed Jan. 24, 1893, was 171; the number during the term which closed June 27, 1893, was 161. The whole number of pupils in the school since its opening in September, 1854, is 3,890.

3. The number graduated from the regular course Jan. 24, 1893, was 23; the number graduated from the same course June 27, 1893, was 30. The whole number of graduates of the seventy-four classes is 1,957. The number graduated from the advanced course June 27, 1893, was 4.

4. The number that entered the school Sept. 6, 1892, was 56; the number that entered Feb. 7, 1893, was 26.

5. The average age of the class admitted Sept. 6, 1892, was 18.42 years; of the class admitted Feb. 7, 1893, 19.09 years.

6. Of the 56 pupils admitted in September, 1892, 44 came from high schools (30 graduates, 14 undergraduates), 5 from grammar schools, 6 from academies and 1 from a college. Of the 26 admitted in February, 1893, 17 came from high schools (10 graduates, 7 undergraduates), 3 from grammar schools, 2 from academies, 3 from district schools and 1 from a private tutor.

7. The fathers of the 82 pupils admitted during the year are by occupation as follows: mechanics, 37; farmers, 20; professional men, 5; merchants, 4; manufacturer, 1; miscellaneous, 13. The occupation of 1 is unknown and 1 has no occupation.

8. Of the class admitted in September, 1892, 10 had taught school; of the class admitted in February, 1893, 7 had taught.

9. The number of pupils connected with each of the classes during the first term of the year was as follows: special student, 1; advanced class, 10; class A (senior), 27; class B, 38; class C, 29; class D, 66. The number during the second term was: special student, 1; advanced class, 10; class A (senior), 38; class B, 26; class C, 52; class D, 34.

10. Of the 82 pupils admitted during the year, Salem sent 6; Beverly, 5; Cambridge, Everett, Melrose, Reading and Wakefield, 4 each; Georgetown and Somerville, 3 each; Boston, Groveland, Lynn, Methuen, Peabody, Tewksbury and Wilmington, 2 each; Acton, Amherst, Billerica, Boxford, Chelsea, Clifondale, Danvers, Essex, Fitchburg, Gloucester, Lawrence, Malden, Marblehead, Nahant, Newburyport, Stoneham, Townsend, Wenham and Winchester, 1 each; Maine sent 3; New Hampshire, 5; Vermont, 3; and the District of Columbia, 1.

11. During the year 124 books were added to the general library, 111 by purchase and 13 by gift. The text-book library was increased by the purchase of 96 books.

E. H. CAPEN.

GEO. I. ALDRICH.

STATE NORMAL SCHOOL, WESTFIELD.

JAMES C. GREENOUGH, PRINCIPAL.

INSTRUCTORS.

JAMES C. GREENOUGH, A.M., Psychology, Didactics, Civil Polity, Rhetoric; FREDERICK W. STAEBNER, Physiology, Geology, Mineralogy, Zoölogy, Geography, Botany, German; FRANK W. SMITH, A.M., Latin, General History; ALADINE C. LONGDEN, A.M., Physics, Chemistry, Arithmetic, Trigonometry and Surveying, Composition; ELVIRA CARVER, Geography, English Literature, Algebra; LAURA C. HARDING, Geometry, Astronomy, Book-keeping, Reading, Vocal Music, French, Composition; FRANCES C. GAYLORD, Geometry, Grammar, History, Composition; ANNIE N. SINCLAIR, Drawing, Penmanship; FLORA J. WHITE, Gymnastics, Sloyd; Training School; ISABEL W. GLADWIN, Lower Grammar Department; E. ABBE CLARK, Intermediate Department; EUNICE M. BEEBE, Primary Department; LOUISE M. STEINWEG, Kindergarten.

The year of the normal school now drawing to a close has been one of good, quiet work, and of some progress. The school is now reaping the benefit of its new quarters and ample equipment, in the ability of both teachers and pupils to perform better work, and with greater ease and satisfaction to all concerned. In the whole number of pupils in attendance during the year, and in the number of new admissions to the school, there has been a slight increase over the previous year, although the number of graduates was less than one year ago.

In the normal school proper there has been one new teacher employed, Miss Flora J. White, a graduate of this school, who has had successful experience in the schools of Springfield and other places, also in South Africa. Miss White has charge of the instruction in gymnastics and sloyd, in both of which branches she has received special training. In the ample and well-equipped gymnasium the pupils now receive systematic instruction and practice in physical culture, exercises in which

they take great delight, and from which they will, we think, receive much benefit in their bodily and mental health and in their general personal bearing.

In manual training, or sloyd, the work has thus far been optional on the part of the pupils. But there has been no lack of volunteers, and many pupils now engage in the work with keen enjoyment and with manifest improvement.

In the training school an additional teacher has also been employed, Miss E. Abbe Clark, a graduate of the normal school at New Britain, Conn., who came to us recommended for the good work she had done in the training department of that institution. Our training school, comprising a kindergarten, primary, intermediate and lower grammar grades, is now fully organized and in successful operation. As a field for observation and practice by the normal pupils, under the direction of skilful and successful teachers, and as affording an opportunity for the normal teachers to observe and test the ability and success of their normal pupils in the work of actual teaching, it is an added feature of our school of great interest and promise.

The last report of the visitors spoke of the unfinished condition of the school grounds. During the present year the grading has been completed, and about eight hundred feet of iron fence, of substantial character and good pattern, erected, as line fence between the school lot and the lands adjoining on the easterly and westerly sides. These grounds now constitute a pleasant feature of the school premises, and will afford excellent facilities for the pupils to obtain a variety of out-door recreation and physical culture.

The boarding hall has received some needed attention. The exterior woodwork of the building has been repainted; the parlor and waiting rooms refurnished; several rooms replastered and others papered; some furniture purchased for the dining room and kitchen, the kitchen range reset and a brick oven erected; and iron bedsteads and some new bedding put into several of the students' rooms. New timbers have also been put in to a considerable portion of the piazzas of the building.

During the year the school has been addressed by Prof. Charles Sprague Smith of New York, Prof. G. M. Wahl of

Williams College, Principal E. A. Sheldon of the State Normal School at Oswego, N. Y., Prof. S. A. Weaver of Westfield, and Mr. A. W. Edson, agent of the State Board of Education.

The usual statistics are appended.

M. B. WHITNEY,
A. P. STONE,

Visitors.

WESTFIELD, Dec. 7, 1893.

Statistics of Westfield Normal School, 1892-93.

I.

	FALL TERM.			SPRING TERM.			FOR THE YEAR.		
	Young Men.	Young Women.	Totals.	Young Men.	Young Women.	Totals.	Young Men.	Young Women.	Totals.
Number of pupils in school, . . .	5	125	130	5	128	133	6	149	155
Number of pupils in entering classes, . .	1	60	61	-	19	19	1	79	80
Number of graduates, . . .	-	-	-	1	26	27	1	26	27
Average age of enterers, . . .	Yrs. Mos. 21 0.9	Yrs. Mos. 18 6.6	Yrs. Mos. 18 7.1	Yrs. Mos. -	Yrs. Mos. 19 3.9	Yrs. Mos. 19 3.9	Yrs. Mos. 21 0.9	Yrs. Mos. 18 8.8	Yrs. Mos. 18 9.2
Average age of graduates, . . .	*	*	*	20 10.4	21 4.9	21 4.6	20 10.4	21 4.9	21 4.6
Number of enterers who had taught, . .	1	16	17	-	9	9	1	25	26
Number of pupils receiving State aid, . .	3	37	40	3	69	72	4	74	78

* The winter class and the summer class received their diplomas together in June.

Statistics of Westfield Normal School, 1892-93 — Concluded.

II.

NUMBER OF STATES, ETC., REPRESENTED BY PUPILS.		Number of Pupils from each State represented.		Number of Pupils from each County of Massa- chusetts represented.		Occupations of Fathers of Enterers.		Number of Enterers from High Schools, Grammar Schools, etc.	
States,	11	Connecticut,	4	Barnstable,	1	Factory officials,	8	Academies,	4
Towns and cities,	70	District of Co- lumbia,	1	Berkshire,	23	Farmers,	26	Colleges,	2
Counties in Massachusetts,	9	Massachusetts,	134	Essex,	1	Manufacturers,	2	District schools,	10
Families,	150	Nebraska,	1	Franklin,	16	Merchants,	8	Grammar schools,	7
		New Hampshire,	2	Hampden,	64	Professional men,	2	High schools,	40
		New Jersey,	2	Hampshire,	15	Skilled workmen,	15	Normal and Train- ing schools,	4
		New York,	2	Norfolk,	1	Unskilled workmen,	4	Unclassified,	13
		Rhode Island,	2	Suffolk,	2	Unclassified,	15	High school grad- uates,	29
		Tennessee,	1	Worcester,	11			Graduates of acad- emies,	3
		Vermont,	5						
		Virginia,	1						

Membership, Admissions and Graduates of the Westfield Normal School for Twenty-five Years, from 1869 to 1893, inclusive.

III.

YEAR.	Whole Number.	Admissions.	Graduates.
1869,	172	79	50
1870,	167	73	55
1871,	134	61	38
1872,	162	81	41
1873,	147	64	53
1874,	204	92	39
1875,	176	97	42
1876,	177	75	45
1877,	170	72	53
1878,	135	50	44
1879,	133	62	34
1880,	115	53	22
1881,	120	58	25
1882,	136	66	29
1883,	134	65	32
1884,	142	79	23
1885,	155	66	19
1886,	156	63	44
1887,	147	76	27
1888,	153	71	26
1889,	168	88	39
1890,	142	66	25
1891,	139	70	24
1892,	147	67	33
1893,	155	80	27

STATE NORMAL SCHOOL, WORCESTER.

E. HARLOW RUSSELL, PRINCIPAL.

INSTRUCTORS.

E. HARLOW RUSSELL, Principles of Education, Theory and Art of Teaching, Hygiene, Reading, Physical Exercises; HENRY W. BROWN, Psychology, English Grammar and Literature, German; CHARLES F. ADAMS, Arithmetic, Geometry, Geography, Geology, Physics, News; Miss REBECCA JONES, Elementary Methods, Supervision of Apprentices, Sewing; Miss ELLEN M. HASKELL, History, Civil Government, English, Reading, History of Education; Miss JULIET PORTER (Librarian), Physiology, Geography, Arithmetic, Algebra, Geometry; Miss HELEN F. MARSH, Music, Drawing; Miss ARABELLA H. TUCKER, Botany, English Grammar, Penmanship, Gymnastics; Mrs. MARION J. SUMNER, Choral Singing; Miss E. LOUISE RICHARDS, Kindergartner; Miss OLIVE RUSSELL, Assistant Kindergartner; THADDEUS L. BOLTON, Assistant in Psychology.

INTRODUCTORY.

This school has undergone no marked change during the past year. The instructors have manifested their accustomed zeal, and the students have shown their usual diligence. The visitors have noticed, as heretofore, an unflagging spirit of improvement, but this has been exhibited, for the most part, in minor matters that do not call for enumeration. It may be mentioned, however, that considerable accessions have been made to the library, and that the children's class or kindergarten has taken permanent shape.

The new assistant in psychology is rendering valuable service by working up the large store of material relating to the nature of children, which has been gathered by the students during the past eight years.

THE NEW CONDITIONS OF ADMISSION.

The proposed raising of the standard to the point of requiring for admission a high school course, or its equivalent, will

undoubtedly improve the scholarship and general intellectual tone of the students. In fact, the mere announcement of the change contemplated appears to have had already some favorable effect. It will naturally tend to make intending candidates pause and consider, before entering upon so long a course of preparation, whether they probably possess the native ability and fitness requisite for success as teachers. The function of the normal school, however, will remain as heretofore, namely, by careful testing to select sound and promising material, and then, by proper training, theoretical and practical, to enrich and fashion this material for the end in view. Bearing in mind this twofold aim, the policy of this school has been to prescribe and require with great reserve and caution, but, on the other hand, to suggest and encourage to the utmost. Where the work to be done in a normal school is minutely specified and rigidly insisted on, there is, of course, less opportunity and less incentive for the exercise of originality and inventiveness than would be the case if freer play were allowed to the natural capacities and bent of the student. For, while practically all pupils may be counted on for obedience in doing what is definitely set them to do, only a part would of themselves show the initiative and spirit that count for so much in actual teaching. Hence a minimum of requirements and a maximum of opportunities placed before the student put him in the best position to show to his instructors what stuff he is made of, what his native resources are, and how he is likely to handle himself as a teacher.

THE GRADUATES.

The numbers graduated here are increasingly inadequate to supply the demand for teachers. Twice as many could easily find positions each year. But the ruling rates of compensation are low, a fact which suggests how large a proportion of teachers, especially in rural districts, are drawn from local sources and are employed because they are convenient and cheap.

The visitors note with increasing satisfaction the loyal spirit shown by the graduates of this school. By hundreds of letters to the principal, by frequent visits to the school, by social class meetings and by the great annual reunion in June, which always crowds our largest hall to overflowing, they testify with

almost literal unanimity to the high and lasting regard in which they hold the institution that gave them their training. And there is no time when the school does not contain a considerable number of the younger sisters of past graduates, encouraged to come here (and in many cases supported, wholly or in part) by those who thus remember and value what the school did for them. And it goes further than this. They have shown themselves ready to render active personal assistance in carrying on investigations and collecting facts and statistics in furtherance of the study of children, which has given such distinction to this school. And they have voluntarily taxed their slender incomes to place at the disposal of the school authorities a fund of more than fifteen hundred dollars for the same object. This is a substantial and most creditable token of their appreciation of the bounty of the State in providing them with their professional training, and the visitors take pride in placing the act on record as a part of this report.

REPAIRS AND ENLARGEMENTS.

Within a year or two at most, as intimated in last year's report, somewhat extensive repairs will have to be made in our main building. Floors need to be relaid and walls and ceilings replastered, this being the twentieth year of continuous use with no considerable repairs. Details and estimates will be duly laid before the Legislature.

We shall also soon need an additional school building, to serve for a gymnasium, for a place of assembly for large gatherings, and perhaps for a practice school of two or three grades. Such a structure could be economically built on the sloping ground to the south of the present main building, under most favorable conditions of light, space and accessibility.

ACKNOWLEDGMENTS.

Our special thanks are due to G. Stanley Hall, LL.D., President of Clark University, who, at considerable personal inconvenience, cheerfully accepted our invitation and gave, for the second time, our anniversary address.

Other addresses of interest and value, as well as various acceptable gifts, are enumerated in our annual catalogue and register for the current year.

STATISTICS.

1. Number of normal students first (fall) term, 154; second (spring) term, 149; whole number for the year, 187.

2. Numbers in entering classes: in September, 1892, 41; in February, 1893, 18; total, 59.

3. Average age of pupils admitted: in September, 1892, 19 years, 2 months; in February, 1893, 19 years, 7 months.

4. Residences of pupils admitted: Worcester County, 56; Middlesex County, 1; New Hampshire, 1; Vermont, 1; total, 59.

5. Occupations of pupils' parents: mechanics, 28; farmers, 8; manufacturers, 4; overseers, 4; merchants, 3; book-keeper, 1; superintendent, 1; engineers, 2; librarian, 1; salesman, 1; laborers, 6; total, 59.

6. Numbers in graduating classes: in January, 1893, 22; in June, 1893, 15; total, 37.

7. Average age of graduates: in January, 1893, 20 years, 8 months; in June, 1893, 21 years, 10 months.

8. Library: reference books reported last year, 3,160; volumes added this year, 254; total, 3,414. Text books reported last year, 4,844; volumes added this year, 81; total, 4,925. Whole number of volumes in the library, 8,339.

E. B. STODDARD.

A. P. STONE.

STATE NORMAL ART SCHOOL.

GEORGE H. BARTLETT, PRINCIPAL.

INSTRUCTORS.

Mr. GEORGE H. BARTLETT, Freehand Drawing, Historic Ornament, Design and Modelling the Figure; Mr. E. W. HAMILTON, Drawing and Painting from the Antique Figure and Life Model; Mr. ALBERT H. MUNSELL, Drawing and Painting from the Antique Figure and Life Model, Anatomy; Miss M. A. BAILEY, Drawing and Painting from the Antique Figure and Life Model; Mr. A. K. CROSS, Freehand and Instrumental Drawing; Miss M. LOUISE FIELD, Psychology, Principles and Methods of Teaching, History of Education, Drawing in the Public Schools, Public School Class; Miss W. N. DRANGER, Assistant in the Public School Class; Mr. GEORGE JEPSON, Mechanical Drawing; Mr. HENRY D. KENDALL, Building Construction, Architectural Design; Miss ANNIE E. BLAKE, Modelling in Clay and Casting; Mr. JOHN L. FRISBEE, Ship Draughting; Miss DERISTHE L. HOYT, Historic Schools of Painting.

The chief event on record in the annals of our year is the exhibit of the school at the World's Columbian Exposition in Chicago, which received highest praise alike from educators and artists. It was the most complete record of the achievements of the pupils that has ever been made, ranging from the clay moulding, paper folding, contrast and likenesses in color by means of objects, etc., in the graded public school work exhibit, to grandly modelled original designs in clay, cast in plaster; copies from the antique; designs for stained glass; freehand, mechanical, architectural designs; sketches from life and nature, and original figure composition from classes B and D in oil, water color and in black and white. Casts of two large spandril, a Japanese sketch in the round, and outdoor sketches of streets and houses treated as problems in perspective were among the most noticeable of the pupils' works.

The school made a double exhibit, one in connection with the general educational exhibit of the State and the other with the art schools of the country. It is a matter of congratulation that this exhibit is to remain intact in Boston, for it will help to

make the school recognized as an art school in the broadest sense of the word, for in proportion as we give breadth and elasticity to the school will the results flow back in increasing measure to the development of pure art and of applied design to industrial art.

There has been no change in the *personnel* of the instructors save that each year new pupil-teachers are chosen by competitive examination ; two young women and one young man were thus appointed this fall. This custom acts as a stimulus to the whole class and is of immediate practical benefit to the pupil-teachers.

We say each year, and with truth, that never before has the whole school, faculty and pupils, worked more harmoniously and vigorously than in each present season. Mr. Bartlett, the principal, has the true gifts of a teacher, administrative ability and enthusiasm.

Miss Field's training of the pupils to teach in the public schools what they here learn is of great value to the scholars, for they acquire ease in the adaptation of principles and methods to public school grades.

Formerly each branch of instruction was under the care of a special teacher. Last winter a slight change was made by which pupils on completion of the obligatory work of class A are taught by the same teacher the various branches in the class or department which they enter. In this way conflict of methods is avoided, the various mediums are guided more carefully, the study from life models is increased, and the pupils find that a good teacher, even when a specialist, has an all-round knowledge of art and its various applications to pure beauty and industrial design.

As the scope of the school is broadened and larger opportunity afforded for the study of the figure and the principles of composition, our pupils will be better enabled to do their part in enriching decorative art. The wonderful beauty of the White City of Chicago, with its myriad introductions of the human figure, whether in the round or the flat, as a *motif* to "surface decoration and decorative sculpture," is fresh convincing proof of the absolute need of such study.

It should never be forgotten, however, that the school is primarily a normal school ; yet each year the relation of the fine

arts to industrial art becomes more apparent, not only to artisans and manufacturers but to artists. Thus it is the province of a State art school to ever bear this relation in mind and to lead in extending the application of art to every branch of knowledge ; for art, after all, is but one form of language. The graduates of such a school will win distinction, some as painters, sculptors or as draughtsmen for the constructive arts, others as designers in various special arts, while the larger number will become teachers and supervisors, as is indicated by the word “normal.” For instance, out of 88 students of 1892-93, not all of whom have completed the full course, but who did not return for 1893 and 1894, one-fourth are now teachers, the rest are working in various branches of industrial art.

Such facts deepen the desire to make a longer course obligatory upon each pupil before graduation, for in proportion to the breadth of knowledge which teachers and supervisors of drawing possess, the better qualified will they be to lift public school drawing into freedom and beauty of expression, while still making it serviceable to the industries of the State.

Certain changes have been made in lighting the building by means of a special appropriation from the Legislature. On the second story the volume of light was interfered with by passing through small panes of glass and by needlessly large wooden casings. The latter have been replaced as far as possible by iron framework and large unbroken panes of glass have been substituted for the many little ones. There are now four studios where there were but two, and greater quiet and better light is obtained for each class.

Among the social but always artistic pleasures of the school are included the February Festival of tableaux, and the many afternoons in which the pupils come voluntarily to the school and devote themselves to painting. The Normal Art School Association, with its friendly midwinter meeting and its more formal public dinner in the spring, serves to increase the emulation and the good will of the pupils. At the dinners it is delightful to meet artists and superintendents who once were pupils in the school.

After twenty-five years of active service on the Board of Education, and of the chairmanship of the Art School ever since

its inception, seventeen years ago, Dr. Alonzo A. Miner has withdrawn from his position. He will ever be remembered by the school with warmest gratitude and highest respect, for he stood by it in its varying fortunes and left it only when it was second to none in the country. The resolutions of the Board are herein appended, which were adopted June 1, 1893:—

Resolved, That on the retirement of Dr. A. A. Miner from the State Board of Education, after twenty-five years of active service,—the longest term ever held by any one member of the Board,—the Board desires to put on record its appreciation of the valuable aid Dr. Miner has rendered to the cause of education. As chairman of the Normal Art School almost from its inception Dr. Miner has skilfully carried it through the difficulties which beset its early existence, guiding its progress into the broad domain of art, especially that of industrial art. As a visitor at the Normal School, Framingham, he has always shown the same zeal and wisdom which have marked his service to the Normal Art School. In his personal relations with the Board of Education Dr. Miner has been uniformly courteous and just; interested in the widest applications of education, seldom missing a Board meeting throughout his long service.

In June the Art School gave Dr. Miner a farewell reception, its various classes bestowing upon him baskets of flowers. At the same time, Mr. Albert H. Munsell, once a pupil, now for a long time instructor in the school, presented it with an admirable life-size portrait of Dr. Miner, which hangs in the large corridor of the building.

The statistics of the school are as follows:—

Total number of students from Oct. 1, 1892, to June 29, 1893, 236,—males, 47; females, 189. Actual number in school at present date, 228.

Average age, 22 years.

Graduates in June, 1893: public school class, 5; class in mechanical drawing, 7; class in industrial drawing, 9; total, 21.

Appointments since Oct. 1, 1892, of past pupils to be teachers and supervisors of drawing, 30.

Number of students from the several counties in the State, 1891-92: Suffolk, 85; Middlesex, 86; Essex, 15; Norfolk, 18; Worcester, 8; Bristol, 9; Plymouth, 6; Berkshire, 2; Nantucket, 1;

Franklin, 1 ; Hampden, 1 ; total, 232. Students from other States are distributed as follows : Lisbon, N. H., 1 ; Peoria, Ill., 1 ; Shadeland, Ind., 1 ; Reading, Mich., 1 ; total, 4. Total from other States and Massachusetts for the year, 236.

Occupations of fathers of students, 1892-93 : mechanics, 24 ; merchants and traders, 28 ; artisans, 26 ; professions, 22 ; manufacturers, 27 ; farmers, 15 ; other callings, 49 ; total, 191. Deceased, 37 ; retired, 8 ; total, 236.

KATE GANNETT WELLS.

GEORGE H. CONLEY.

FIFTY-SEVENTH ANNUAL REPORT
OF THE
SECRETARY OF THE BOARD.

SECRETARY'S REPORT.

To the Board of Education.

I respectfully present herewith the fifty-seventh annual report of the secretary.

SUMMARY OF STATISTICS FOR 1892-93, THE YEAR ENDING MAY 1, 1893.

Number of cities and towns, 352; cities, 28; towns, 324.	
All have made the annual returns required by law.	
Number of public schools,	7,510
Increase for the year,	174
Number of persons in the State between the ages of five and fifteen years, May 1, 1892,	390,039
Increase for the year,	7,083
Number of pupils of all ages in the public schools during the year ending May 1, 1893,	391,745
Increase for the year,	8,528
Average membership of pupils in all the public schools during the year ending May 1, 1893,	320,862
Increase for the year,	7,648
Average attendance in all the public schools during the year,	290,801
Increase for the year,	7,153
Per cent. of attendance, based upon the average membership,	90
Number of children under five years of age attending the public schools,	3,283
Increase for the year,	371
Number of persons over fifteen years of age attending the public schools,	35,395
Increase for the year,	305
Number of persons employed as teachers in the public schools during the year: men, 989; women, 10,244; total,	11,233
Number of teachers required by the public schools,	9,751
Number of teachers who have attended normal schools,	4,131
Increase for the year,	72

Number of teachers who have graduated from normal schools,	3,473
Increase for the year,	206
Average wages of male teachers per month in public schools,	\$140 73
Increase for the year,	\$6 51
Average wages of female teachers per month in public schools,	\$48 13
Increase,	\$1 61
Aggregate of months all the public schools have been kept during the school year,	68,961-4
Average number of months the public schools have been kept,	8-13
Increase for the year,	2 days.
Number of high schools,	247
Increase for the year,	5
Number of teachers in high schools,	961
Number of pupils in high schools,	28,582
Amount of salaries paid to principals of high schools, . . .	\$326,610 42
Evening schools: number, 244; kept in 58 cities and towns.	
Number of teachers, 1,088; whole number of pupils, 27,784;	
men, 21,615; women, 6,169; average attendance, 14,881;	
expense,	\$152,269 06
Amount raised by taxation and expended for support of public schools, including only wages and board of teachers, fuel for the schools and care of fires and school-rooms, . . .	\$6,282,141 20
Increase for the year,	\$703,190 91
Expense of supervision of the public schools,	\$284,764 36
Salaries of superintendents included in the above,	\$173,194 13
Expense of preparing and printing school reports,	\$13,410 35
Expense of sundries, books, stationery, maps, charts, etc., .	\$562,228 00
Expense of transportation of pupils,	\$50,590 41
Amount expended in 1892-93 for new school-houses, . . .	\$1,556,039 40
Amount expended for alterations and permanent improvements in school-houses,	\$231,306 24
Amount expended for ordinary repairs,	\$487,956 56
Amount of voluntary contributions to public schools, . . .	\$2,737 85
Amount of local school funds, the income of which can be appropriated to schools and academies,	\$2,549,140 10
Income of local funds appropriated to schools and academies,	\$120,517 81
Income of funds appropriated for public schools at the option of the town, as surplus revenue, tax on dogs, etc., . . .	\$110,905 85
Income of State school fund paid to cities and towns in aid of public schools for the school year 1892-93,	\$81,827 27
Of this amount there was appropriated for apparatus and books of reference,	\$3,767 31
Aggregate returned as expended upon public schools alone, exclusive of repairing and erecting school-houses, . . .	\$7,388,605 29
Of the above to each child in the State between five and fifteen years of age,	\$18 94
Including in the aggregate above the expenses of repairing and erecting school-houses, the sum is	\$9,663,907 49
To each child in the State between five and fifteen years of age,	\$24 77

Percentage of valuation of 1892 appropriated for public schools, including only wages and board of teachers, fuel for the schools and care of fires and school-rooms, . . .	.002 $\frac{69}{100}$
Percentage of valuation of 1892 appropriated for public schools, including all the items above, . . . . .	.004 $\frac{14}{100}$
Number of academies,	94
Whole number of students for the year in academies, . . .	17,359
Amount of tuition paid,	\$629,875 83
Number of private schools,	350
Whole number of pupils attending for the year,	44,991
Estimated amount of tuition,	\$687,422 96

ANALYSIS OF STATISTICAL RETURNS FOR 1892-1893. — SCHOOL ATTENDANCE.

There are two items of school attendance quite different in the relations they bear to our school statistics: one is the number of children enrolled in the schools, the other the attendance of those that are enrolled. The first shows how extensive is the application of the provisions for education; the second indicates the thoroughness of this application.

Enumeration and Enrolment of Children.

First in order, as a basis for estimating the extent to which provisions for education are accepted, is the enumeration of children within certain age limits, called the school age. By our statutes this enumeration is required to be made under direction of the school committee in the month of May of each year. The enumeration requires personal inquiry and inspection and a record of the name, age and residence of each child between the ages of five and fifteen years. Compliance with the statute is important, and is quite general.

Number of School Children in the State.

I. Table showing the Number of Children between Five and Fifteen Years of Age in the State, also the Annual Increase for Ten Successive Years, from May 1, 1883, to May 1, 1892.

	Number of Children.	Increase.		Number of Children.	Increase.
1883, . .	336,195	6,736	1888, . .	367,785	8,281
1884, . .	343,810	7,615	1889, . .	370,116	2,331
1885, . .	348,903	5,093	1890, . .	376,491	6,375
1886, . .	353,052	4,149	1891, . .	382,956	6,465
1887, . .	359,504	6,452	1892, . .	390,039	7,083
Average increase,					6,058

The number of children in the State between the above ages in May, 1892, was 390,039. This is an increase for the year of 7,083, and an excess of increase above the average for ten years of 1,025. The ratio of increase during the past year was greatest in the counties of Bristol, Hampden and Middlesex; it was least in Suffolk; while there was an actual decrease of numbers in Barnstable, Berkshire, Dukes, Franklin and Nantucket. The whole increase in ten years was 53,844, which was 16.01 per cent. for that time; during the same period our whole population increased about 25 per cent., showing that the ratio of increase in the school population during the past ten years falls 36 per cent. short of the increase in the whole population, a falling off which materially affects the enrolment in the schools, but for which they are in no way responsible, though the fact is sometimes cited to their disparagement. The ratio of children to the native population shows a decrease from decade to decade, while the foreign immigration, which swells our population, is largely composed of persons whose children do not accompany them, or of persons without families.

It is evident from the returns that less care is exercised in the enumeration of children between eight and fourteen years

of age than in that of children between five and fifteen years. Since our compulsory laws relating to attendance apply to children between eight and fourteen, the enumeration should be equally exact concerning children between these ages.

Number of Children Attending the Public Schools.

II. Table showing the Number of Children of all Ages in the Public Schools, with the Annual Increase and Decrease from May 1, 1884, to May 1, 1893.

	Pupils of All Ages in Public Schools.	Increase and Decrease.		Pupils of All Ages in Public Schools.	Increase and Decrease.
1884, .	342,012	Increase, 6,140	1889, .	363,166	Increase, 5,166
1885, .	339,714	Decrease, 2,298	1890, .	371,492	Increase, 8,325
1886, .	349,617	Increase, 9,903	1891, .	376,986	Increase, 5,494
1887, .	353,361	Increase, 3,744	1892, .	383,217	Increase, 6,231
1888, .	358,000	Increase, 4,639	1893, .	391,745	Increase, 8,528
Average increase,					5,817

The whole number of children of all ages attending the public schools during the year ending May 1, 1893, was 391,745. This is an increase of 8,528 over the number reported the previous year, and is the largest increase, with a single exception, ever reported. The number at present in the schools shows an increase over the number ten years previous of 14.54 per cent., which is within $1\frac{1}{2}$ per cent. of the ratio of the increase in the school population. If to the number attending public schools be added the number attending private schools, including parochial schools and academies, it will be found that the number in schools of all kinds is greater than the number in the State between five and fifteen years of age. The number in attendance upon schools of all grades below the superior schools, colleges, technical schools and professional schools is 454,095, which exceeds by 64,056, or 16.4 per cent., the number of persons in the State between five and fifteen years at the beginning of the year. The sources of this excess are indicated in former reports, particularly that for 1891-92. If

the above total attendance be compared with the number of persons within the ages of compulsory attendance, virtually eight and fourteen years, the excess is 210,154, equal to 86 per cent. Thus it appears that the number in attendance compared with the number of school age is as 7 to 6, and compared with that of the compulsory age as 11 to 6.

All the statistics show that most of the children of school age annually attend the schools for longer or shorter periods of time, and that large numbers attend who are outside the school age. The statistics of enumeration and of attendance of children between eight and fourteen, supported by observations in the schools, show that there is a general observance of the laws for compulsory attendance. Local influences obstruct somewhat the operation of the laws in special cases.

Truants and Truancy.

Notwithstanding we can point with pride to our large enrolment as an evidence of the high estimate the people in general put upon the schools, there is a class of children, small in any one town but large in the aggregate, whose attendance needs to be enforced by other than parental authority. Most of the counties have provided for this class of children, and for incorrigible children attending school, parental or truant schools. These are doing a most beneficent work by helping the school discipline and by training these pupils to feelings of self-respect and habits of self-control.

An obstacle in the way of their exerting a still larger influence upon this unfortunate class of children, and upon the discipline of the schools, is the expense they impose upon the towns. This is at the rate of \$2 per week for each child committed to these schools.

I recommend a modification of the law relating to the item of expense, so that it shall be borne in whole or in part by the State.

I would also renew the recommendation made in the report of last year, that a State agent be appointed to coöperate with the local authorities in enforcing the truant laws; and furthermore, that a careful revision be made of all the laws relating to the employment of children and to their compulsory school attendance.

III. Table showing the Attendance upon the Public Schools of Children whose Ages are between Five and Fifteen Years, also of those under Five and over Fifteen, with their Annual Increase and Decrease from May 1, 1884, to May 1, 1893.

	Pupils in School between Five and Fifteen Years of Age.	Increase and Decrease.	Pupils under Five Years.	Increase and Decrease.	Pupils over Fifteen Years.	Increase.
1884, .	315,727	Increase, 5,265	1,517	Decrease, 99	24,768	Increase, 974
1885, .	312,751	Decrease, 2,976	1,465	Decrease, 52	25,498	Increase, 730
1886, .	320,212	Increase, 7,461	1,433	Decrease, 32	27,972	Increase, 2,474
1887, .	323,018	Increase, 2,806	1,375	Decrease, 58	28,968	Increase, 996
1888, .	327,279	Increase, 4,261	1,178	Decrease, 197	29,543	Increase, 575
1889, .	331,228	Increase, 3,949	1,130	Decrease, 48	30,758	Increase, 1,215
1890, .	336,100	Increase, 4,872	2,578	Increase, 1,448	32,814	Increase, 2,056
1891, .	339,953	Increase, 3,853	3,129	Increase, 551	33,904	Increase, 1,090
1892, .	345,215	Increase, 5,262	2,912	Decrease, 217	35,090	Increase, 1,186
1893, .	353,067	Increase, 7,852	3,283	Increase, 371	35,395	Increase, 305
Average increase, 4,558			Average increase, 1,160			

The above table shows an increase in school attendance of children between five and fifteen years, also of children under five and over fifteen. There has been a perceptible increase in attendance of those under five years since the incorporation of kindergartens into the school system. This will, it is hoped, be accelerated as these institutions for early training come to be better known and appreciated. The increase neither in this class nor in the class over fifteen is as large as in some recent years.

The increase of those between five and fifteen for the year is 7,852, which is the largest reported for any one year. The whole attendance upon the public schools of children between these ages is 353,067, which bears a ratio to the whole number of children in the State between these ages of 90.5 per cent. Adding to the public school attendance the attendance upon private schools, we arrive at the conclusion previously stated, that the great proportion of children of school age attend school.

REGULARITY OF ATTENDANCE.

IV. Table showing the Average Membership and Yearly Increase of Membership of the Public Schools; also the Average Attendance, the Yearly Increase and the Ratio of Attendance for Ten Years, from May 1, 1884, to May 1, 1893, inclusive.

	Average Membership.	Increase of Average Membership.	Average Attendance.	Increase of Average Attendance.	Ratio of Attendance to Membership.
1884, . .	277,241	6,710	248,178	Increase, 6,125	.89510+
1885, . .	282,154	4,913	253,955	Increase, 5,787	.90005+
1886, . .	288,640	6,486	260,088	Increase 6,133	.90108+
1887, . .	291,539	2,899	262,159	Increase, 2,071	.89922+
1888, . .	293,941	2,402	264,723	Increase, 2,564	.90057+
1889, . .	299,537	5,596	270,851	Increase, 6,128	.90423+
1890, . .	303,524	3,987	273,910	Increase, 3,059	.9024+
1891, . .	307,953	4,429	278,602	Increase, 4,692	.9045+
1892, . .	313,214	5,261	283,648	Increase, 5,046	.9056+
1893, . .	320,862	7,648	290,801	Increase, 7,153	.9063+
		Av., 5,033		Av. Increase for 10 yrs., 4,875.	

As the enumeration of children in the State forms the basis for showing the proportionate number of persons who avail themselves of the school privileges, so the average membership is the basis for estimating the thoroughness of the application of these privileges.

The average membership in the schools for the year ending May, 1893, is shown by the above table to be 320,862, which is an increase for the year of 7,648, exceeding that for any previous year, and exceeding the average for ten years by 2,615. The ratio of the average membership to the whole number of different pupils attending the public schools is 90.8 per cent.

The average attendance for the year was 290,801; this is an increase of 7,153 over the attendance for the previous year,

and exceeds the average increase for ten years by 2,278. The ratio of attendance to membership is 90.63 per cent., which is an advance for the whole State over any previous year, and over that of last year of .07 of 1 per cent.

Thus an advance is making both in the proportion of the school population that attend the public schools and in the length of time of the attendance. Moreover, this advance was greater in the past year than at any previous period in our school history. The advance may be fairly ascribed to the more intelligent appreciation of the benefits of common school instruction, and to the increased efficiency of the schools themselves. The improvement in the form of supervision has been a great aid in securing these ends, but they are the direct result of increased interest of teachers in the theory and art of teaching, which grows out of a more careful study of its underlying principles.

The tables which follow, V. to VIII., inclusive, are interesting as showing how the higher and lower ratios of attendance to the average membership are distributed among the counties and towns of the State.

V. *Table showing by Counties the Number of Towns whose School Attendance, based on the Average Membership, exceeds Ninety Per Cent. for the Year 1892-93.*

COUNTIES.	Number of Towns in County.	Number of Towns in County Attendance over 90 Per Cent.	COUNTIES.	Number of Towns in County.	Number of Towns in County Attendance over 90 Per Cent.
Barnstable, .	15	9	Hampshire, .	23	12
Berkshire, .	32	8	Middlesex, .	54	44
Bristol, . .	20	6	Nantucket, .	1	1
Dukes, . . .	7	2	Norfolk, . .	27	13
Essex, . . .	35	15	Plymouth, .	27	16
Franklin, . .	26	18	Suffolk, . .	4	3
Hampden, . .	22	9	Worcester, .	59	42
Totals,				352	198

The number of towns whose schools have an average attendance of 90 per cent. or more, as compared with their average membership, is 198 this year, against 194 last year. The

increase in the average attendance is distributed throughout the State, and is shared by the sparsely populated towns with those of concentrated populations. The consolidation of schools and the multiplication of superintendents in the smaller towns are important factors in promoting punctuality and constancy of attendance.

One town reports an attendance of 98 per cent., four of 97, one of 96, three of 95, and twenty-one of 94 per cent. The comparison with the record of last year is favorable to the present. Though these exceptionally high per cents are the occasion for congratulation when attained by legitimate means and by an appeal to proper motives, they should never be so highly esteemed as to jeopardize the physical and moral ends which the schools are established to secure.

There is no reason to suppose that the essential ends are to any great extent sacrificed in the effort to reach high per cents, while, on the other hand, it may be justly inferred from the low per cents in certain localities that punctuality and regularity of attendance as means do not receive the attention of school officials and parents which their importance merits. As evidence upon this point attention is invited to the following tables :—

VI. Table showing the Number of Towns in the Several Counties the Ratio of whose School Attendance falls below Ninety, also the Percentage of this number to the number of Towns in the County.

COUNTIES.	Number of Towns in County.	Number of Towns below 90 Per Cent.	Ratio to whole Number of Towns in County.	COUNTIES.	Number of Towns in County.	Number of Towns below 90 Per Cent.	Ratio to whole Number of Towns in County.
Barnstable, .	15	6	.40	Hampshire, .	23	11	.47
Berkshire, .	32	24	.75	Middlesex, .	54	10	.18
Bristol, . .	20	14	.70	Nantucket, .	1	—	—
Dukes, . . .	7	5	.71	Norfolk, .	27	14	.51
Essex, . . .	35	20	.57	Plymouth, .	27	11	.40
Franklin, . .	26	8	.30	Suffolk, . .	4	1	.25
Hampden, . .	22	13	.59	Worcester, .	59	17	.28
Totals,					352	154	.43

VII. Table of the Several Counties arranged according to the Percentages of their Number of Towns having less than Ninety Per Cent. of Attendance.

COUNTIES.	Per Cent.	COUNTIES.	Per Cent.
Nantucket,	00	Hampshire,	47
Middlesex,	18	Norfolk,	51
Suffolk,	25	Essex,	57
Worcester,	28	Hampden,	59
Franklin,	30	Bristol,	70
Barnstable,	40	Dukes,	71
Plymouth,	40	Berkshire,	75

VIII. Table giving the Names of the Towns whose Average Attendance for the Year 1892-93 fell below Eighty Per Cent. of the Membership.

TOWNS.	Per Cent. of Attendance.	TOWNS.	Per Cent. of Attendance.
Lynnfield,	79	Rochester,	75
Cottage City,	79	Newbury,	74
Blandford,	78	Lakeville,	73
Hampden,	78	Lee,	72
Mount Washington,	77	Acushnet,	72
Gay Head,	77	Plympton,	72
Longmeadow,	75	Russell,	67

The number of towns in the above list is fourteen, against eleven in the corresponding table last year. Only two of these towns have had the stimulating influence of a school superintendent, and in each case this has been intermittent and fitful. It is worthy of note that the only two towns in the list, both

of the past and present year, are at the southwestern extreme, one of Berkshire, the other of Dukes County; the towns are Mount Washington and Gay Head.

Two recommendations, one regarding the time for dropping absentees from the roll, the other regarding a record of the time lost by tardiness and dismissal, were made in the report of last year; the latter was in accordance with new spacing in the school register. The former of these recommendations will, if generally adopted, slightly increase the per cent. of average attendance. The recommendation is that any pupil absent for ten consecutive half days shall cease to be reckoned a member of the school in finding the average membership. The rule seems to be generally satisfactory. There has arisen the question, what account shall be made of the ten half days of absence? They are to be reckoned in getting the average both of membership and attendance, except in cases where the pupils never return to the school, when they may be expunged from the record of both membership and attendance — a rule which should be observed, whatever the period of time for dropping from the roll.

HIGH SCHOOLS.

IX. Table Showing the Number of High Schools in the State for Ten Years, from 1884 to 1893, with the Number of Pupils attending; also their Ratio to the Whole Number of Children in all the Schools.

YEAR	Schools.	Pupils.	Ratio of Pupils in H. S. to School Enrolment.	YEAR.	Schools.	Pupils.	Ratio of Pupils in H. S. to School Enrolment.
1884, .	228	20,012	.058	1889, .	236	24,139	.066
1885, .	224	20,489	.063	1890, .	241	25,317	.068
1886, .	224	21,370	.061	1891, .	244	26,294	.069
1887, .	229	22,406	.063	1892, .	242	27,482	.071
1888, .	230	22,785	.063	1893, .	247	28,582	.072

There are returns of 247 high schools in the State, the greatest number ever reported, it being an increase of nineteen in

ten years, or an average of about two per year, and of five over the number in 1892. Two towns compelled by law to maintain high schools have dropped from the list, by reason, as is known in one case, and presumed in the other, of their having provided tuition in neighboring cities for high school pupils. So that while there is a relative increase of five high schools during the year, the actual increase is seven.

A careful reading of the law which requires certain towns to maintain high schools will show that compliance with its provisions requires such towns to establish and maintain high schools; and that among its provisions there is none for the town's paying tuition for its pupils out of town.

The increase from year to year in these means for secondary instruction indicates an abiding interest rather than any sudden impulse in favor of high schools, while an increase of seven in a single year shows how deep-rooted the interest is. With the exception of the city of Worcester all the schools added to the list this year are in towns of rural populations, none of them having the number of inhabitants or the number of families requiring them to maintain high schools. It is not to be presumed that all these schools have extended courses such as the first-class city high schools afford. They provide some of the studies of the secondary schools, and so in a measure meet the desire for a more liberal culture than country grammar schools can furnish.

The number of persons enrolled in the high schools was 28,582, an increase of 1,100 over the enrolment of last year. Though in keeping with the increase in the number of schools, the increase in membership is in the numbers attending the schools as a whole and not due alone to the new schools established.

The ratio of the membership of the high schools is for the whole State 7.2 per cent. of the membership in all the public schools. The ratio has advanced in ten years from 5.8 per cent. to 7.2 per cent. In a few towns over 10 per cent. of all the pupils are in the high schools. A much larger per cent. enters them and takes a partial course. In some towns as high a rate as 40 per cent. enters these schools, and as the course of studies expands, students in larger numbers are attracted to them.

X. Table showing the Distribution of the High Schools among the Several Counties of the State, with the Ratio of Population having Access to High Schools.

COUNTIES.	Number of Towns in County.	Number of Towns required to keep High Schools.	Number of Towns having High Schools.	Number of High Schools.	Ratio of Population having Access to High Schools.
Barnstable,	15	9	10	10	86.1 per cent.
Berkshire,	32	7	14	16	85.5 "
Bristol,	20	10	11	11	93.0 "
Dukes,	7	—	1	1	26.4 "
Essex,	35	23	27	28	97.2 "
Franklin,	26	4	7	8	62.3 "
Hampden,	22	8	8	8	86.3 "
Hampshire,	23	6	11	12	82.0 "
Middlesex,	54	30	47	47	97.6 "
Nantucket,	1	1	1	1	100.0 "
Norfolk,	27	19	23	25	96.2 "
Plymouth,	27	13	19	19	91.4 "
Suffolk,	4	3	3	13	98.8 "
Worcester,	59	31	46	48	95.2 "
	352	164	228	247	94.4 Average.

It is a provision of the statute that the basis upon which the towns are required to keep high schools is the "latest public census taken by the authority either of the Commonwealth or of the United States." Hence the basis remains the same for a term of five years. The basis for the present year is the census of 1890; this will change with the State census of 1895. With this basis the number of towns required to keep high schools is 164; the number that do keep them is 228. Thus secondary instruction at public expense is provided by 64 towns that are not required by law to furnish it. The entire population of the 228 towns is 2,113,286; of the entire State the population is 2,238,943. The proportion of this population provided with high schools in their own towns is 94.4 per cent. Towns like Revere, which pay the tuition of their high school pupils to other towns, being included with the above, the percentage would reach 95 per cent. If there be added to the above public provision that made for secondary instruction by individual

citizens, it may be assumed that practically this form of instruction is available for all the children, without the necessity of very serious sacrifice on their part or on the part of their parents. That all the children included in the population do not receive its benefits is not on account of unwillingness to make for it ample provision.

The table which precedes shows that the maintenance of high schools in the several counties is about in the ratio of their concentrated wealth and population, Nantucket, Suffolk, Middlesex, Essex, Norfolk, Worcester, Bristol and Plymouth all ranking above 90 per cent., the highest in the list attaining 100 per cent., while the other six counties, Hampden, Barnstable, Berkshire, Hampshire, Franklin and Dukes, all fall below that figure until 26.4 per cent. is reached by the county last named.

There is in most high schools a larger number of girls than of boys; in some schools it is as four to one. This fact deserves serious consideration by parents and school authorities. The discussion of the causes requires more space than is appropriate to the statistics of which this part of the report is an analysis.

EVENING SCHOOLS.

XI. Table giving the Number of Towns that have maintained Evening Schools for a Period of Ten Years, from 1884 to 1893; also the Number of such Schools, with the Attendance and the Expense of Supporting them.

YEAR.	Number of Towns.	Number of Schools.	ATTENDANCE.			Per Cent. of Attend ance.	Expense.
			WHOLE NUMBER ATTENDING.		Average.		
			Males.	Females.			
1884,	38	125	10,503	2,748	6,975	52	\$72,498 94
1885,	38	142	12,104	3,318	8,447	54	90,124 59
1886,	40	138	12,106	8,488	8,254	53	94,906 14
1887,	41	154	12,417	3,264	7,986	51	95,081 56
1888,	50	214	17,364	7,351	12,823	51	112,873 75
1889,	51	240	17,208	6,424	12,598	53	127,942 05
1890,	52	201	17,928	6,892	13,972	51	138,732 02
1891,	55	266	21,131	7,322	14,526	51	151,279 24
1892,	55	255	22,340	6,881	15,287	52	131,557 63
1893,	58	244	21,615	6,169	14,881	53	152,269 06
Average,						52	

The number of towns that keep evening schools shows a slight increase, there being 58, against 55 towns the previous year. The per cent. of attendance has advanced from 52 to 53 per cent., and the cost of maintaining them from \$131,557.63 to \$152,269.06. On the other hand, there is a decrease in the number of schools from 255 to 244; in the whole number attending them, from 29,221 to 27,784, which is 1,437; there is also a decrease in the average number attending, from 15,287 to 14,881. The increase of 1 per cent. in the average attendance based upon the enrolment may indicate a slightly higher estimate of their value by the students enrolled. The large increase, \$20,711.43, in the expenditure for their support leaves no room to doubt that the people are ready to appropriate liberally for the instruction not only of children and youth but also of adults. The returns show that the average attendance upon these schools is but a little over 50 per cent. Taught, as they are, in hours following those of wearying toil, it is not wonderful that their percentage of attendance is so low. It is, notwithstanding, a question whether their instruction and conduct do not admit of such modifications as would give for the large outlay they occasion a larger return. To induce greater regularity of attendance the plan is adopted in some instances of requiring each student on entering to make a deposit of a nominal sum of money, say, one dollar, the return of which to the pupil is conditioned upon the regularity of his attendance and the excellence of his deportment.

TIME THE SCHOOLS ARE KEPT.

XII. Table showing the Length of Time in Months the Schools were kept during Each Year from 1884 to 1893, a Period of Ten Years.

	Average Number of Months and Days the Schools were kept.		Average Number of Months and Days the Schools were kept.
1884,	8-19	1889,	8-11
1885,	8-3	1890,	8-17
1886,	9-4	1891,	8-9
1887,	8-12	1892,	8-11
1888,	8-9	1893,	8-13

An increase of two days in the average length of time the schools of the State were kept appears in the returns of 1892-93 as compared with those of the previous year; the average time throughout the State is eight months and thirteen days; this is nearly thirty-five weeks, and reaches the exact average for ten years. For the amount of work contemplated in our courses of studies, and which can profitably be attempted, this average should be exceeded by every school in the State. When it is considered that the city graded schools keep on an average thirty-six weeks, and that our high schools are, in compliance with the statutes, kept forty weeks, it will be seen that some of the towns but little exceed the limit of the law, which requires the schools to be kept for at least six months. The introduction of kindergartens into the school system will tend to decrease the average length of the schools, but at present it has no appreciable effect. There are local influences, as the cranberry-picking in the southeastern part of the State, and the early removal from the cities to summer residences, and the late return from them, which occasion the shortening of the school year; so that on the whole no considerable increase in the average length of the schools is likely to take place. The keeping of part-time schools in the long vacations may be found desirable to eke out the schooling cut short by these influences.

XIII. Table showing the Towns that have not kept their Schools Six Months during the Year, the Number of Schools not so kept, and the Average Time of keeping the Schools as a Whole in These Several Towns.

COUNTIES.	TOWNS.	Number of Schools.	Average Length of Schools of Town.
Barnstable, . . .	Chatham,	1	8 mo.
	Sandwich, . . . 2	1— 2	8 " 2 days.
Berkshire, . . .	Becket,	1	7 " 18 "
	Hancock,	1	7 " 3 "
	Sandisfield, . . .	1	7 " — "
	Williamstown, . .	1	8 " 6 "
	Windsor, . . . 5	1— 5	7 " 10 "
Bristol,	Berkley, . . . 1	1— 1	7 " 17 "

TABLE XIII—*Concluded.*

COUNTIES.	TOWNS.	Number of Schools.	Average Length of Schools of Town.
Dukes, . . .	Cottage City, . . 1	1— 1	8 mo. 7 days.
Essex, . . .	Amesbury, . . .	1	9 " 5 "
	Ipswich, . . .	1	9 " 13 "
	Merrimac, . . .	1	8 " 10 "
	Salisbury, . . 4	1— 4	8 " —
Franklin, . . .	Leyden, . . .	1	6 " 12 "
	Orange, . . . 2	1— 2	8 " 7 "
Hampden, . . .	Agawam, . . .	1	8 " 15 "
	Blandford, . . .	1	6 " 5 "
	Granville, . . .	1	7 " —
	Tolland, . . . 4	1— 4	6 " —
Hampshire, . . .	Belchertown, . . .	1	8 " —
	Easthampton, . . .	3	8 " 2 "
	Enfield, . . .	1	7 " 6 "
	Huntington, . . .	2	6 " 19 "
	Middlefield, . . 5	1— 8	7 " 2 "
Middlesex, . . .	Ashby, . . .	1	5 " 14 "
	Carlisle, . . .	1	8 " 7 "
	Hopkinton, . . .	1	8 " 5 "
	Littleton, . . .	1	8 " 3 "
	Sudbury, . . . 5	1— 5	8 " 5 "
Nantucket, . . .	— . . . 0	0	— —
Norfolk, . . .	Franklin, . . . 1	1— 1	8 " 19 "
Plymouth, . . .	Lakeville, . . .	1	7 " 2 "
	Mattapoisett, . . 2	1— 2	8 " 4 "
Suffolk, . . .	— . . . 0	0	— —
Worcester, . . .	Lancaster, . . .	1	9 " 2 "
	Milford, . . .	1	9 " 16 "
	Millbury, . . .	4	8 " 6 "
	Oxford, . . .	1	8 " 15 "
	Phillipston, . . .	1	7 " 7 "
	Royalston, . . .	1	7 " 3 "
	Rutland, . . .	1	6 " 7 "
	Shrewsbury, . . .	1	7 " 12 "
	Warren, . . .	2	8 " 9 "
	Webster, . . . 10	2—15	8 " 12 "
	Totals, . . . 42	50	

For a series of years there was a decrease year by year in the number of towns that failed to keep all their schools the

required time of twenty-four weeks — six months — specified in the law. This was at the time considered to be favorable to the schools, and it was so; it showed a liberal spirit in the towns to keep out of this unenviable class; but latterly there is an increasing number of towns each year that seemingly do not keep all their schools the required time; this year there are forty-two, against forty such towns last year.

But while the number of towns has increased, the number of schools that kept less than six months has decreased; this year there were 50 schools, against 56 last year. All except five of the towns have but a single school that was kept for a less time than six months, and every town, with a single exception, kept its schools as a whole over six months, a number of them over nine months.

The consolidation of schools, which often takes place while the school year is in progress, will probably account for a large number, if not for the entire number, of schools of the class under consideration. To the extent that this is the case, the closing of these schools, usually poor, because small and otherwise unpromising, is a sign of progress, and should be placed to the credit of the town.

AMOUNT EXPENDED FOR THE MAINTENANCE OF PUBLIC SCHOOLS.

XIV. Table showing the Appropriations and Expenditures for the Ten Years from 1883 to 1893.

	Amount raised by Taxes and expended for Wages and Board of Teachers, Janitors and Fuel.	Amount received from All Sources, exclusive of Appropriations for Buildings and Repairs.	For Each Child in the State between 5 and 15 Years of Age.	Whole Amount expended for all School Purposes.	For Each Child in the State between 5 and 15 Years of Age.	Ratio of Valuation appropriated to Public Schools.
1883-84,	\$4,524,371 03	\$5,180,661 93	\$15 40	\$6,502,359 24	\$19 34	.00375
1884-85,	4,675,882 44	5,631,584 62	16 38	7,020,430 00	20 42	.00399
1885-86,	4,817,429 01	5,676,969 08	16 28	7,151,075 38	20 44	.0041
1886-87,	5,059,939 43	5,857,321 00	16 59	7,000,083 52	19 82	.00378
1887-88,	5,114,402 41	5,934,198 59	16 50	7,087,206 42	19 71	.00366
1888-89,	5,366,605 29	6,203,390 55	16 87	7,510,718 85	20 42	.00376
1889-90,	5,524,882 65	6,415,444 51	17 33	8,286,062 39	22 38	.00399
1890-91,	5,707,514 37	6,652,972 67	17 67	8,554,545 57	22 72	.00397
1891-92,	5,578,950 29	6,668,690 93	17 41	9,315,556 55	24 32	.00414
1892-93,	6,282,141 20	7,388,605 29	18 94	9,663,907 49	24 77	.00414

Distribution of Expenditures.

The expenditures for public school purposes may be classed under two general heads, (1) moneys raised by taxation, and (2) voluntary contributions, or moneys for which no direct tax is levied. Of the moneys raised by taxation and appropriated to the public schools there are, first, those which are essential to carrying on a school, including wages of teachers, with their board, if paid in addition to their wages; care of school-houses, and fuel; these are classed under the term "support of schools." The sum returned for this purpose is \$6,282,141.20, which is an excess over that of the previous year of \$703,190.91. The unusual increase of this year is apparent rather than real. It is due in part to a change in the fiscal year of the city of Boston, which took place in 1892, so that the returns made for that year covered but nine months. The returns of Boston made for the full twelve months of 1892-93 show, therefore, an increase of \$443,858.75 over the same item for the year 1891-92. The average increase per year for the entire State during the past ten years was \$194,276.31; for the past two or three years the average has been about \$200,000.

The sum raised and expended upon school-houses, including the three items, ordinary repairs, alterations and permanent improvements, and new buildings, was \$2,275,302.20; a sum less by \$371,563.42 than was expended in 1891-92. And yet, when compared with any previous period of five or six years, that ending with the present year and including it far surpasses all other like periods in the sums spent in alterations and erection of school-houses throughout the State.

A third class of expenses met by taxation includes the cost of text-books and other means used in study and teaching, \$562,228.00; cost of printing reports, etc., \$13,410.35; and money paid for the supervision of schools, \$284,764.36, amounting to \$860,402.71. All the above items show a total increase for the year of \$66,082.43. The large amount expended for school supplies and means of teaching is an index to the change taking place in methods of teaching and study, by which ampler means, in the form of reference books, books for supplementary reading, and apparatus for purposes of illus-

tration are required. An increase of \$35,064.40 for superintendent service is due to the increase in the number of superintendents and to the greater demand for experience and skill in the office.

In addition to the above moneys, the public schools received the sum of \$335,988.78 from voluntary contributions, the income of local funds, of the State school fund, and of the surplus revenue. Some of these items the towns can, if they choose, apply to other than school purposes.

Excluding what was appropriated for school buildings, the amount received from all sources and applied to the public schools was \$7,388,605.29, an increase of \$719,914.36 for the year; this increase includes that previously accounted for in the Boston returns. The entire sum allows \$18.94 to each child in the State between five and fifteen years of age.

Including with the above the sum expended on school-houses, the whole sum expended for all purposes upon the public schools is \$9,663,907.49, which equals \$24.77 per child between five and fifteen years of age. This is at the rate of 4.14 mills on the dollar of the taxable property of the State. The rate remains the same as for the previous year, and with our increased valuation shows a liberal advance in the appropriations made for school purposes.

If the money applied to public schools be added to the estimated sum paid for tuition in private schools, which is \$1,317,298.79, the amount expended for common schools and private schools of corresponding grades is \$10,981,206.28. No doubt this is approximately correct, though the returns of the private schools do not furnish data for exact estimates.

TEACHERS AND TEACHERS' WAGES.

The principal outlay made under the expenditures for the support of schools is the money paid to teachers. The table which follows gives, with the number of teachers employed, male and female, the present rate of wages per month, and the annual increase for a period of ten years:—

TEACHERS AND TEACHERS' WAGES.

XV. Table showing the Number of Teachers employed, Male and Female, and Total, for Ten Years; their Wages per Month, with the increase and decrease of the Same; also the Number of Teachers who have attended Normal Schools, and the Number of Normal Graduates employed.

	TEACHERS.			WAGES PER MONTH.				NORMAL TEACHERS.			
	Male.	Female.	Total.	Male.	Increase and Decrease.	Female.	Increase and Decrease.	Attended Normal School.			Normal Graduates.
1884,	1,058	8,340	9,398	\$108 02	Increase, \$4 69	\$44 18	Increase, \$2 28	2,744	Increase, 163	2,240	Increase, 85
1885,	1,061	8,460	9,521	120 72	Increase, 12 70	43 85	Decrease, 33	2,866	Increase, 122	2,392	Increase, 152
1886,	1,060	8,610	9,670	111 23	Decrease, 9 49	43 97	Increase, 12	3,003	Increase, 137	2,420	Increase, 28
1887,	1,033	8,696	9,729	116 85	Increase, 5 62	44 93	Increase, 96	3,134	Increase, 131	2,533	Increase, 113
1888,	1,010	8,887	9,897	119 34	Increase, 2 49	44 88	Decrease, 05	3,246	Increase, 112	2,677	Increase, 144
1889,	901	9,222	10,123	108 88	Decrease, 10 46	45 93	Increase, 1 05	3,373	Increase, 127	2,689	Increase, 12
1890,	1,017	9,307	10,324	126 58	Increase, 17 70	44 79	Decrease, 1 14	3,504	Increase, 161	2,819	Increase, 130
1891,	1,016	9,630	10,646	118 07	Decrease, 8 51	48 17	Increase, 3 38	3,736	Increase, 232	3,070	Increase, 251
1892,	992	9,973	10,965	134 22	Increase, 16 15	46 52	Decrease, 1 65	4,059	Increase, 323	3,267	Increase, 197
1893,	989	10,244	11,233	140 73	Increase, 6 51	48 13	Increase, 1 61	4,131	Increase, 72	3,473	Increase, 206

The whole number of different teachers employed in the public schools during the year 1892-93 was 11,233, of which 989 were males, 10,244 females. The average wages of the male teachers were \$140.73 per month, which is an increase for the year of \$6.51. The average wages of the female teachers were \$48.13 per month, which is an increase for the year of \$1.61 per month.

The average wages paid women for teaching are not in advance of those paid in other less responsible occupations open to women; and when compared with the wages paid male teachers they are so low as to make it humiliating to report the two in connection. Moreover, the advance in the wages of male teachers in ten years has been at the rate of 36.2 per cent., while that for female teachers has been at the rate of 14.8 per cent.

So long as the present low wages are paid to the mass of female teachers the tendency will be for superior young women to seek employment in other occupations, especially if places can be secured in them without long preliminary training and give promise of greater permanence and less strain upon the nervous system. If it be said, there are always more applicants than places for teaching, the reply is, yes, and the more nearly the work of the teacher approaches a menial service or receives a menial's pay the greater will be the number of applicants.

It is somewhat encouraging to see the advance in the wages of male teachers. Not so encouraging is it to witness the decline, which has been pretty constant for the last ten years, in the number of male teachers employed. There is some slight relief from the solicitude occasioned by the steady falling off of male teachers in the fact that it is more than compensated for in the number of male teachers transferred to the ranks of school superintendents. We believe it to be for the advantage of the youth of both sexes to be brought under the influence of male as well as of female teachers. The best private schools exhibit greater wisdom than the public schools in the greater number of male teachers they employ.

The professional training given in the normal schools is becoming more and more potent in the common schools. The increase in the number of normal graduates employed during the year is 206, which is the greatest increase, with one exception, in any year for the last ten; at the same time, the

increase in the number of teachers who have attended the normal schools, but who have not of necessity graduated from them, was but 72, which was the smallest increase in ten years. The whole number of the latter class of persons employed in teaching this year was 4,131, while of graduates it was 3,473. This shows that of our whole corps of teachers less than 37 per cent. have had any normal training, and less than 31 per cent. are normal graduates.

The simple statement of the above fact is convincing testimony in favor of a large increase in the number of persons in training for the work of teaching. The cities and larger towns are attempting to meet the demand for trained teachers by maintaining training schools. The training they attempt is directed to the practice side of the teachers' preparation; it is valuable, but it is not in any full sense professional. The demand can be fully met only by increasing the numbers in attendance upon normal schools, and making graduation from these a requisite for teaching. Provision for this was recommended in my last annual report. That recommendation I would renew with increased emphasis. Looking forward to the time when this recommendation in the interest of skilled teaching for all the schools will be favorably entertained by the Legislature, I would further suggest the need, which will follow such action, of greatly increased facilities for giving the required normal training. It will involve an increase of normal schools and their location in the centres of population throughout the State.

EXPENSES OF TEXT-BOOKS AND SUPPLIES.

XVI. Table showing the Sum appropriated and the Rate per Scholar, for the past Ten Years, for Books, Stationery, Maps, Charts, etc.

YEAR.	Total Expense of Books, etc.	Expense of Books, etc., per Pupil.	YEAR.	Total Expense of Books, etc.	Expense of Books, etc., per Pupil.
1883, . .	\$253,537 61	\$0 91	1888, . .	\$427,155 56	\$1 42
1884, . .	588,760 38	2 08	1889, . .	469,924 02	1 54
1885, . .	488,210 44	1 69	1890-91, .	494,545 27	1 60
1886, . .	424,697 29	1 45	1891-92, .	532,530 73	1 70
1887, . .	428,736 05	1 49	1892-93, .	562,228 00	1 75
Average for 9 years,					\$1 63

The average cost per pupil for text-books and supplies since the enactment of the free text-book law, now nine years, has been at the rate of \$1.63 a year; since the first two years there has been a slight annual increase; the cost for the present year is \$1.75. The total sum paid is \$562,228, which is an increase, as previously stated, of \$35,064.40 for the year.

There is general satisfaction with the operation of the free text-book law, though the desire has been expressed quite emphatically, and the claim has been persistently urged in some localities that the children should be allowed to take with them, on permanently leaving school, the books they last used. This would somewhat increase the expense for supplies, but it would have the advantage of furnishing some books which might serve for occasional reference in homes which otherwise would have none, and it would secure to the schools a more frequent fresh supply.

EXPENSE OF CONVEYING CHILDREN.

XVII. Table showing the Amount expended for transporting Children to School for the past Five Years.

YEAR.	Sum expended.	YEAR.	Sum expended.
1888-89, . . .	\$22,118 38	1891-92, . . .	\$38,726 07
1889-90, . . .	24,145 12	1892-93, . . .	50,590 41
1890-91, . . .	30,648 68		

The law authorizing towns to appropriate money for the conveyance of children to school has been upon the statute book since 1869, and yet the towns did not for several years avail themselves of its privileges. One direct advantage of the law is the facility it gives the towns for consolidating their schools. In recent years this has been going on in all parts of the State, and within the past three years at a greatly increased rate. The sum expended during the past year was \$50,590.41, an increase of \$11,864.34, or of 30.6 per cent. as compared with the previous year. The plan of consolidation where conveyance is provided proves most advantageous, and seems in practice to be attended with no unfavorable conditions.

EXPENSE OF SUPERVISION.

XVIII. Table showing the Expense of Supervision, both by School Committees and by Superintendents, for Eight Years, from 1885.

	EXPENSE OF SUPERVISION.		
	By School Committees.	By Superintendents.	Total.
1885,	\$114,311 77	\$87,918 59	\$202,230 36
1886,	106,412 26	94,060 29	200,472 55
1887,	112,926 60	96,831 28	219,757 88
1888,	112,772 53	101,324 90	214,107 43
1889-90,	112,649 15	114,993 28	227,642 43
1890-91,	110,038 84	135,124 79	245,163 63
1891-92,	96,491 48	153,208 48	249,699 96
1892-93,	111,570 23	173,194 13	284,764 36

The sum expended during the year for supervision was \$284,764.36; paid to school committees, \$111,570.23; to superintendents, \$173,194.13; an increase for the year in the former sum of \$15,078.75, and of the latter of \$19,985.65. The value of intelligent personal supervision is coming to be more and more recognized. It is felt by those most competent to judge that no expenditure for the schools yields a better return than that bestowed upon such supervision.

The recommendation of last year to the Legislature for increased appropriations for the supervision of the schools in the smaller towns met with a ready response, and the measure is making good returns in the assured greater permanence and efficiency of the office of district superintendent. It is commending the office both to the employed and to the employer.

SUPERVISION BY SUPERINTENDENTS.

Since the year 1854 provision has been made by which towns can legally avail themselves of the service of school superin-

tendents to supplement the supervision earlier provided for by town school committees. Until the law of 1888 the superintendent form of supervision was limited to the populous and wealthy towns and cities. The enactment of that year, with the amendments of last year, makes it possible for every town in the State to employ a superintendent of schools. It provides that towns not exceeding two and one-half millions of valuation may unite in groups for this purpose; it limits each group to a maximum of fifty and a minimum of twenty-five schools. It requires that each group of towns shall pay for the support of a superintendent \$750 a year. To aid the towns the law provides for the payment to every such group the sum of \$1,250 from the State treasury, \$750 of which shall go to supplement the sum paid the superintendent by the towns, so that his salary shall be at least \$1,500, and the remaining \$500 shall be paid for teachers' salaries. Both sums are intended, either directly or indirectly, to improve the work of teaching.

No recent enactment affecting the schools has met with more general and hearty approval than the act of 1888.

The following table shows to what extent the towns and cities are now employing superintendents:—

XIX. Table showing by Counties the Number and Per Cent. of Towns and Cities not under Superintendents, also the Number of Towns and the Number and Per Cent. of Schools and Children under Superintendents.

COUNTIES, 1892-93.	NUMBER OF TOWNS NOT HAVING SUPERINTENDENTS.		NUMBER OF TOWNS WHICH EMPLOY SUPERINTENDENTS.									
	Number.	Per Cent.	UNDER LAWS.				Total Towns.	SCHOOLS.		CHILDREN.		
			1854.	1870.	1888-92.	Number.		Per Cent.	Number.	Per Cent.		
Barnstable,	3	20.0	0	7	12	133	84.1	4,297	87.1			
Berkshire,	18	56.2	0	11	14	204	56.9	11,173	71.1			
Bristol,	9	45.0	0	4	11	555	84.7	29,596	91.8			
Dukes,	7	100.0	0	0	0	0	0.0	0	00.0			
Essex,	22	62.8	11	2	13	745	72.8	35,935	75.2			
Franklin,	15	57.6	2	12	11	122	47.2	2,918	40.4			
Hampden,	5	22.7	6	0	17	458	93.4	22,237	97.6			
Hampshire,	14	60.8	4	0	9	147	51.0	5,010	52.4			
Middlesex,	8	14.8	19	6	46	1,376	93.9	77,858	95.9			
Nantucket,	1	100.0	0	0	0	0	0.0	0	00.0			
Norfolk,	7	25.9	10	1	20	430	82.2	18,598	81.0			
Plymouth,	11	40.7	7	1	16	304	74.5	13,307	80.2			
Suffolk,	0	00.0	4	0	4	697	100.0	77,445	100.0			
Worcester,	11	18.6	15	0	48	1,064	91.9	49,430	94.2			
Totals,	131	37.2	95	10	221	6,235	83.0	347,804	88.7			

By this table it appears that out of 352 towns in the State, 221 are employing superintendents. The number employing them under the original law and under that of 1870, which differs from it in no essential particular, is 105; the number employing them under the recent enactment is 109. The former class of towns includes nearly every town in the State of considerable population and of high valuation; the latter class embraces the small, sparsely populated and poorer towns of the State.

Included in these two classes of towns, the number of schools under this form of supervision is 6,235, out of a total number of public schools in the State of 7,510, or 83 per cent. of the whole number. The number of school children under superintendents is 347,804, out of a total in the public schools of 391,745, which is 88.7 per cent. against 85.8 per cent. for the previous year.

The counties that have a rank above the average are: Suffolk, 100 per cent.; Hampden, 97.6 per cent.; Worcester, 94.2 per cent.; Bristol, 91.8 per cent. There are now but few school children in these five counties not under superintendents. Suffolk, Middlesex, Worcester, Barnstable, Hampden and Norfolk are the six counties having the smallest ratio of towns not under this form of supervision; these range from zero to 25.9 per cent., in the order in which they are here named.

There are still 131 towns, or 37 per cent. of the whole number of towns in the State, not employing superintendents. The per cent. of last year was 40.3 per cent. The greater part of these towns are small and relatively poor. Many of them have voted to accept the provisions of the act of 1888, but find no towns with which they can conveniently unite. The isolated condition of many towns makes it difficult to combine them with others to advantage. The difficulty of effecting unions for this class of towns increases as the towns first to avail themselves of the provisions of the law become more accustomed to working together.

There are still towns that do not exhibit an active interest in securing for their schools the benefits of skilled supervision. There is no known opposition to the principle upon which the employment of a special agent to superintend the schools is based; indeed, it seems to meet with universal acceptance.

A large number of towns desirous of securing for their schools this form of supervision are unable to do so for reasons already stated. I advise, therefore, that authority be given the proper persons to make such combinations of towns as shall provide for bringing every school under the superintendent form of supervision.

A provision could at least be made for aiding towns of less than two and a half millions of valuation to unite with towns exceeding this valuation and employing superintendents. There are employed under the earlier laws, superintendents who could give part of their time to superintending the schools of one or more additional towns; an amendment to the law of 1888, giving proportionate aid to such towns as would come properly under this law to enable them to obtain such superintendent service, would in some instances afford the needed relief.

It is certain that so important a means of supervising the schools as a good superintendent is admitted to be, should be brought to bear upon every school and every child, even the humblest in the State.

TEACHERS' INSTITUTES.

Teachers' institutes were held, as hitherto, in the various parts of the State, principally in the autumn months. There were twenty-nine in all. They were located, attended and conducted as shown by the following table:—

XX. *Table showing the Location of Institutes for 1892-93, the Date of holding, the Number of Towns represented and Persons attending, with the Number of Exercises conducted.*

WHERE HELD.	Date.	Number of Towns represented.	Number of Members.	Number of Exercises.	By Whom Conducted.
Amesbury, . . .	Oct. 26,	6	96	9	Jas. W. MacDonald.
Athol,	Sept. 12,	8	78	12	Andrew W. Edson.
Belchertown, . .	Sept. 18,	3	34	6	G. T. Fletcher.
Cummington, . .	May 26,	8	31	6	G. T. Fletcher.
Danvers,	Oct. 24,	7	68	11	Jas. W. MacDonald.
Fairhaven, . . .	Sept. 27,	5	35	8	John T. Prince.

TABLE XX. — *Concluded.*

WHERE HELD.	Date.	Number of Towns rep- resented.	Number of Members.	Number of Exercises.	By Whom Conducted.
Hamilton, . . .	Oct. 17,	5	65	7	Jas. W. MacDonald.
Harwich, . . .	Nov. 8,	8	75	11	George A. Walton.
Holden, . . .	Oct. 5,	5	59	10	Andrew W. Edson.
Holliston, . . .	Oct. 10,	7	129	18	George A. Walton.
Holyoke, . . .	Sept. 14,	} 9	214	29	Andrew W. Edson.
	15,				
Lawrence, . . .	May 26,	11	82	10	Jas. W. MacDonald.
Leominster, . . .	Oct. 4,	9	98	12	Andrew W. Edson.
Lowell, . . .	Oct. 7,	8	274	11	George A. Walton.
Marshfield, . . .	Dec. 15,	3	28	7	Jas. W. MacDonald.
Melrose, . . .	May 5,	4	163	12	George A. Walton.
Millbury, . . .	May 15,	8	122	11	Andrew W. Edson.
North Adams, . . .	Nov. 22,	4	89	13	G. T. Fletcher.
Northampton, . . .	June 29	} 53	209	49	G. T. Fletcher.
	to July 5,				
Orange, . . .	Jan. 6,	6	65	4	G. T. Fletcher.
Pittsfield, . . .	Oct. 13,	10	150	18	G. T. Fletcher.
Russell, . . .	Sept. 19,	4	19	7	Andrew W. Edson.
Stoughton, . . .	Sept. 29,	6	94	10	John T. Prince.
Sudbury, . . .	Nov. 15,	6	82	11	George A. Walton.
Swansea, . . .	May 24,	5	57	6	John T. Prince.
Wellesley, . . .	Sept. 25,	6	103	12	John T. Prince.
West Springfield, . . .	Sept. 21,	6	73	14	Andrew W. Edson.
Winchendon, . . .	Oct. 3,	7	127	18	Andrew W. Edson.
Wrentham, . . .	Sept. 22,	7	118	9	John T. Prince.
Totals, . . . 29		234	2,837	361	

The whole number of institutes held was 29 ; the number of towns represented was 234 ; the number of teachers and school officers present was 2,837. The number of different exercises conducted was 361, a number larger than in the institutes of recent years, owing to the grading of the institutes and giving instruction at the same time to more than one section. This plan is not new, though it was more fully carried out this year than hitherto. It secures a greater interest to have the methods of instruction illustrated by examples drawn from the kind of work the members are doing.

XXI. Table giving the Names of the Towns represented in the Institutes, with the Number of Persons attending from Each Town, for the Year 1892-93.

TOWNS.	Number of Persons.	TOWNS.	Number of Persons.
Acushnet,	4	Easthampton,	50
Agawam,	17	Easton,	18
Amesbury,	28	Enfield,	7
Amherst,	11	Erving,	10
Andover,	2	Essex,	10
Ashburnham,	21	Everett,	1
Ashfield,	4	Fairhaven,	16
Ashland,	13	Fitzwilliam, N. H.,	1
Athol,	43	Foxborough,	9
Auburn,	18	Framingham,	44
Avon,	7	Franklin,	21
Becket,	1	Gardner,	38
Belchertown,	36	Georgetown,	8
Bellingham,	8	Gill,	4
Bernardston,	3	Goshen,	5
Beverly,	2	Grafton,	21
Billerica,	7	Granby,	8
Blandford,	2	Granville,	6
Bolton,	1	Greenfield,	10
Boxborough,	7	Groveland,	1
Boxford,	5	Hadley,	5
Boylston,	3	Hancock,	2
Bradford,	3	Hamilton,	8
Brewster,	6	Harvard,	9
Buckland,	2	Harwich,	14
Canton,	21	Hatfield,	5
Chatham,	17	Haverhill,	13
Chelmsford,	16	Hinsdale,	7
Cheshire,	8	Holden,	18
Chester,	4	Holliston,	20
Chesterfield,	8	Holyoke,	107
Chicopee,	47	Hopkinton,	24
Clarksburg,	4	Hubbardston,	8
Clinton,	16	Huntington,	9
Colrain,	5	Ipswich,	16
Concord,	14	Lancaster,	15
Conway,	1	Lanesborough,	4
Cummington,	5	Lawrence,	15
Dana,	4	Leicester,	16
Dalton,	20	Leominster,	31
Danvers,	29	Leyden,	3
Deerfield,	10	Longmeadow,	11
Dennis,	16	Lowell,	239
Dighton,	14	Ludlow,	14
Douglas,	11	Lunenburg,	8
Dover,	5	Lynnfield,	3
Dracut,	6	Malden,	90
Duxbury,	8	Marion,	9

TABLE XXI. — *Concluded.*

TOWNS.	Number of Persons.	TOWNS	Number of Persons.
Marshfield,	13	Sherborn,	4
Mattapoisett,	4	Shutesbury,	1
Medway,	25	Somerset,	13
Melrose,	43	Southampton,	10
Merrimac,	11	South Hadley,	21
Methuen,	3	Sonhwick,	1
Middlefield,	2	Springfield,	1
Middleton,	4	Sterling,	10
Milford,	38	Stockbridge,	10
Millbury,	21	Stoughton,	23
Millis,	15	Sudbury,	10
Monson,	3	Sunderland,	1
Montague,	6	Sutton,	10
Montgomery,	1	Swansea,	13
Natick,	44	Templeton,	21
Needham,	20	Topsfield,	4
New Ashford,	1	Tewksbury,	7
Newbury,	7	Tyngsborough,	5
Newburyport,	34	Upton,	7
New Marlborough,	4	Wakefield,	29
New Salem,	2	Walpole,	15
Norfolk,	7	Waltham,	6
North Adams,	70	Ware,	4
North Andover,	2	Warwick,	6
Northampton,	24	Washington,	4
North Attleborough,	38	Wayland,	3
Northfield,	2	Wellesley,	21
Orange,	56	Wellfleet,	4
Orleans,	5	Wendell,	6
Peabody,	33	Wenham,	6
Pelham,	1	West Boylston,	23
Petersham,	1	West Bridgewater,	1
Pittsfield,	92	Westfield,	12
Phillipston,	6	Westford,	5
Plainfield,	3	Westhampton,	1
Princeton,	3	Westminster,	12
Provincetown,	11	West Newbury,	10
Randolph,	17	West Springfield,	32
Rehoboth,	7	West Stockbridge,	5
Richmond,	5	Whately,	4
Rochester,	2	Wilbraham,	1
Rowley,	7	Williamsburg,	10
Royalston,	15	Williamstown,	18
Russell,	7	Wilmington,	7
Rutland,	8	Winchendon,	36
Salisbury,	6	Windsor,	3
Sandisfield,	2	Worthington,	10
Scituate,	7	Wrentham,	21
Seekonk,	10	Yarmouth,	2
Sharon,	8	Reported without location,	30
Sheffield,	3		
Shelburne,	5	Total,	2,837

The institutes, with two exceptions, were convened for one day. The one held at Holyoke continued for two days, and that at Laurel Park, Northampton, for six days. Coming in the month of July and continuing so long, this institute was of the nature of a summer school.

Though the institute has a history reaching back to the establishment of the Board of Education and to the appointment of Horace Mann, its first secretary, it seems not to have outlived its usefulness or to have lost any of its early vigor. This remark is prompted by the large attendance upon the exercises of the present year, and by the interest which they enlisted. It was the aim of the secretary to present topics which vitally affect the school instruction of to-day, and to bring to their discussion persons intelligent and skilful each in his special department. The agents in their several sections faithfully labored to make the institutes effective in exciting the professional zeal of the teachers and in increasing their knowledge of the principles and work of teaching.

The following list shows the departments of instruction and the several instructors employed:—

Instruction and Instructors.

Addresses were made to the public by Mr. A. C. Boyden, Mr. William E. Hatch, Mr. E. L. Kirtland, Rev. A. D. Mayo, Mr. Charles A. Merrill, Mrs. Alice Freeman Palmer, Mr. E. H. Russell, and by the secretary and agents of the Board.

The following is a list of topics presented in the day meetings, with the several persons employed in giving the instruction:—

Algebra.—James W. MacDonald.

Arithmetic.—G. I. Aldrich, A. W. Edson, G. T. Fletcher, Miss M. I. Lovejoy, James W. MacDonald, John T. Prince, B. B. Russell, George A. Walton.

Composition Writing.—J. W. Dickinson.

Drawing.—Henry T. Bailey, L. Walter Sargent.

English Composition.—Alice Shillabar Clement.

English Literature.—J. W. MacDonald, George H. Martin.

French.—Mary Stone Bruce.

Geography.—Miss Elvira Carver, Andrew W. Edson, E. W. Goodhue, George H. Martin, F. F. Murdoch, Louis P. Nash, W. T. Nichols, John T. Prince.

Geometry. — J. W. MacDonald.

Grammar. — Miss Emma C. Fisher, G. T. Fletcher, George H. Martin.

History. — A. C. Boyden, Miss Mary H. Davis, A. W. Edson, E. W. Goodhue, George H. Martin.

Illustrative Teaching. — J. H. Pillsbury.

Kindergarten Methods. — Miss Lucy Wheelock.

Language. — G. I. Aldrich, Miss Lizzie A. Beggs, A. W. Edson, Miss Emma C. Fisher, G. T. Fletcher, C. P. Hall, Miss Lizzie A. Mason.

Latin. — J. W. MacDonald, Frank W. Smith.

Method in Teaching. — J. W. Dickinson.

Nature Studies. — A. C. Boyden, Miss S. E. Brassill, Louis P. Nash, L. Walter Sargent.

Number Work. — Miss Lizzie A. Beggs, Miss Amy L. Boyden, Miss Lelia M. Lamprey, Miss M. I. Lovejoy, Miss A. Roach, George A. Walton.

Penmanship. — Miss Anna E. Hill, George A. Walton.

Philosophy of Method. — James W. MacDonald.

Physical Culture. — Addie McKechnie.

Physics. — Charles E. Adams.

Physiology and Hygiene. — A. C. Boyden, G. T. Fletcher, F. F. Murdock, S. W. Staebner.

Principles of Teaching. — J. W. Dickinson, J. T. Prince, E. H. Russell, G. A. Walton.

Reading. — G. I. Aldrich, Miss Lizzie A. Beggs, Miss Nellie E. Boyd, A. W. Edson, G. T. Fletcher, Miss Flora E. Kendall, Miss M. I. Lovejoy, John T. Prince, J. G. Thompson.

Rhetoric. — J. W. Dickinson.

School Management. — G. T. Fletcher, James C. Greenough.

Spelling. — G. T. Fletcher.

Teachers' Work. — Susan S. Fessenden.

Trip to Europe. — A. P. Stone.

Everywhere, in connection with our work in and for the schools, is manifested the utmost cordiality by the people. A striking example of this is the hospitable entertainment provided in the towns for the members of the institutes, and freely dispensed by public-spirited citizens, men and women.

School Committee and Superintendent Meetings.

During the year meetings were organized, consisting of school committees and superintendents, for the discussion of

the duties of their respective offices. Sixteen such meetings were held in the autumn months. Their location and management are shown in the following table : —

XXII. Table Showing the Location of School Committee and Superintendent Meetings, the Date of holding and the Number of Towns Represented.

WHERE HELD.		Date.	No. of Towns Represented.
Towns.	Counties.		
Ayer,	Middlesex, . . .	Oct. 25,	8
Brockton,	Plymouth, . . .	Nov. 14,	15
Buzzard's Bay, . . .	Barnstable, . . .	Nov. 10,	5
Fitchburg,	Worcester, . . .	Oct. 31,	12
Framingham,	Middlesex, . . .	Oct. 18,	9
Greenfield,	Franklin,	Oct. 16,	17
Harwich,	Barnstable, . . .	Nov. 9,	9
Lowell,	Middlesex, . . .	Nov. 6,	11
Northampton,	Hampshire, . . .	Sept. 28,	12
Norwood,	Norfolk,	Oct. 2,	7
Pittsfield,	Berkshire, . . .	Oct. 12,	19
Salem,	Essex,	Nov. 20,	8
Somerville,	Middlesex, . . .	Oct. 23,	16
Springfield,	Hampden,	Oct. 11,	18
Taunton,	Bristol,	Dec. 15,	9
Worcester,	Worcester, . . .	Oct. 30,	33
Totals, 16			208

The attendance upon these meetings was, of course, not large. At nearly all, every town invited was represented, the school superintendent and one or more of the school committee being present. The whole number of towns represented at all the meetings was 208.

Among the topics discussed were the following : —

I. *Duties of School Committees.* — (1) To determine the number of schools a town shall maintain ; (2) to select and appoint teachers ; (3) to make out courses of studies ; (4) to provide text-books and supplies ; (5) to determine the method of teaching to be employed ; (6) to grade the schools ; (7) to establish the method of school government ; (8) to appoint janitors ; (9) to appoint truant officers ; (10) to have the care of school-houses ; (11) to apply the income of the school fund ; (12) to visit the schools ; (13) to appoint, direct and control superintendents of schools ; (14) to see that the school laws are obeyed ; (15) to make reports to the town and to the State.

II. *Duties which may be delegated by School Committees to Superintendents.* — (1) To select, examine and recommend teachers ; (2) to make out courses of studies ; (3) to examine and recommend text-books and secure supplies ; (4) to determine and direct the method of teaching ; (5) to grade the schools and make promotions ; (6) to establish the method of school government and aid in securing its enforcement.

III. *Duties to be shared by Committees and Superintendents.* — (1) To determine the number of schools the town shall maintain ; (2) to have the care of school-houses ; (3) to visit the schools ; (4) to see that the school laws are obeyed ; (5) to make reports to the town and to the State.

Primarily all the duties enumerated above are devolved by statute, or by virtue of their office as having general charge and superintendence of the schools, upon the school committees. More or less of these duties the committee may delegate at their discretion to the superintendent of schools as their agent. In directing the committee to employ such agent the town expects the committee to entrust to him certain duties which it is assumed he is more competent than they to perform. Hence it is wisdom on their part to discover what are these duties, to give the superintendent large liberty in regard to them, and having approved his plans, to hold him responsible for results.

On the other hand, the office of superintendent requires the exercise of good judgment in the use of powers thus delegated, that, keeping his mind upon results and acting up to his con-

victions of duty, the superintendent does not transcend his authority. The office is one that implies trust and confidence by all parties concerned.

Other topics treated were : —

IV. *Duties of School Committees.* — (1) In cities and in districts employing superintendents ; (2) in towns not having superintendents.

V. *Moral Duties of School Committees and Superintendents.*

VI. *School Grading and Promotions.* — (1) Consolidation and grading of schools ; (2) grading and promotions ; (3) grading of rural schools ; (4) system in ungraded schools.

VII. *School Supervision.* — (1) Ends and methods ; (2) manner and purpose of school visitation ; (3) difficulties encountered in work of supervision ; (4) ventilation of school rooms ; (5) school attendance.

VIII. *Teachers.* — (1) Relation of superintendent to teacher ; (2) the selection and retention of good teachers ; (3) what can be done for and with poor teachers ; (4) professional training and study for teachers ; (5) teachers' meetings ; (6) training schools.

IX. *Course of Studies.* — (1) What a course of studies should embrace ; (2) relative value of different studies and time to be given to each ; (3) results of recent changes in course of studies.

Conduct of the Meetings.

The meetings were called by the secretary of the Board, having been first arranged for by the agents in their several sections of the State. They were held one in each of the counties of Berkshire, Bristol, Essex, Franklin, Hampden, Hampshire, Norfolk and Plymouth ; two in each of the counties of Barnstable and Worcester, and four in Middlesex.

At most of the meetings a permanent organization was made by the choice of a chairman and secretary from the committees and superintendents present, and an executive committee, consisting of a superintendent, a school committee, and an agent of the Board.

The meetings were of the nature of conferences, in which, after brief openings by some one, a superintendent, committee,

the secretary or agent, the persons in attendance took part by asking questions, giving information, and entering into the discussions.

The number of towns represented at the several meetings was 208. When the holding of these meetings was suggested, there was general approval. They seem to be needed as a means of unifying and improving the work of supervision. If continued and properly conducted they must exert a large and healthful influence upon school methods and management.

SPECIAL SCHOOLS.

Education of the Deaf.

Every institution for the instruction of the deaf, dumb and blind when aided by a grant of money from the State treasury, shall annually make to the Board such a report as is required by sections sixteen and seventeen of chapter twenty-nine of other private institutions so aided. (Public Statutes, chapter 41, section 15.)

Deaf pupils are now sent to the Horace Mann School in Boston, to the Clarke Institution at Northampton, and to the American Asylum at Hartford, Conn.

AMERICAN ASYLUM (HARTFORD, CONN.).

JOB WILLIAMS, M.A., *Principal.*

Number of Massachusetts beneficiaries during the school year 1892-93,	66
Number admitted during the year,	7
Number in school at the present time,	55

The school year of 1892-93 was one of general good health and of commendable progress in all departments of the school. But two cases of serious illness occurred during the year, and in each there was speedy and complete recovery. The whole number of pupils under instruction during the year was 148, of whom 66 — 36 boys and 30 girls — were from Massachusetts.

No radical changes in the methods of instruction have been made, and no changes have been introduced merely for the sake of change, but old methods are constantly modified and improved, and new devices are introduced by which better results are secured, especially along the lines where there has been so much earnest controversy in recent years.

In no place is greater versatility required or the ingenuity of the teacher more taxed than in teaching the deaf. In no place

is experience more valuable or so absolutely necessary to secure satisfactory progress of pupils. This school has been exceptionally fortunate in retaining skilful teachers through long periods of service, and the pupils have reaped the advantage of their experience and skill. The teacher's intimate knowledge of the peculiarities of deaf children and of their special difficulties, gained by long association with them, is a very important part of his qualification for his position, and enables him to accomplish results which would be impossible of attainment without it.

Increased attention is given to the teaching of speech and speech-reading, and while some fail to reach satisfactory results, a large percentage attain a degree of proficiency that will be useful to them at home and among friends, and a smaller percentage will be able to communicate quite readily by speech with strangers. Several of our older classes have the daily habit of pronouncing all their lessons. Every means is used and the utmost effort is made to give the pupil a thorough understanding of the English language, as without that there can be no successful speech or speech-reading.

Manual training is a part of the regular school course, and every boy of suitable age spends three hours a day in acquiring a knowledge of tools and of their use and care, and in the actual manufacture of goods for market. The training of the hand is also a training of the mind and of the judgment, and at the same time fits a boy to earn living wages as soon as his school days are over, to say nothing of the value to him of the habits of industry which he has acquired.

Among the supervisors changes have been unusually frequent. Mr. James H. Cornwall, always faithful and reliable, after four years of efficient service, resigned his position July 30, 1892, was married to Miss Etta M. Bradley, who had been with us one year, and went to Ohio, where both assumed positions of greater responsibility and better remuneration in one of the public institutions of that State. Mr. J. J. Towle and Mr. M. K. Peck were with us for a few months, and Mr. L. H. Holt, Mr. Frank W. Wood, and Miss Helen M. Webster have filled the supervisors' positions since September, 1892.

A new feature of the school has been instruction in Swedish gymnastics. This branch is under the direction of Miss Kath-

erine F. Smith, a graduate of the Boston Normal School of Gymnastics. More than a year's experience with it has fully confirmed our anticipations of the benefit to be derived from regular, systematic drill in this system. Besides the general physical benefits derived from it, and the habits of attention and prompt obedience cultivated, many stooping shoulders have become erect, and the gait and carriage of the pupils have been improved.

For the past two years Mr. A. S. Clark has given his class instruction in photography out of school hours, an exercise which has proved very pleasant and profitable to them, and some of them will continue to practise the art.

Mr. A. H. Pitkin has given a camera and a quantity of photographic material for the use of the pupils.

The Seventh Conference of Principals of Institutions for the Deaf met at the Colorado Institution for the Deaf and Dumb at Colorado Springs in August, 1892, and was entertained with generous hospitality. Four days were occupied with the reading of important papers and in the discussion of matters bearing on deaf-mute education. The most important matter considered was the establishment of a free technical and industrial school for the deaf of the whole country, and a committee was appointed to devise means for the accomplishment of that object.

The biennial period just closed has been a season of steady progress and general prosperity in our institution, due chiefly to the intelligent, cheerful, and conscientious co-operation of teachers and officers in all plans for the welfare and progress of those committed to our care.

CLARKE INSTITUTION (NORTHAMPTON).

MISS CAROLINE A. YALE, *Principal*.

Number of Massachusetts beneficiaries during school year, 1892-93,	99
Number admitted during present year (Massachusetts),	9
Number in school at present time (Massachusetts),	104

The institution had a larger number of pupils than ever before, occupying three independent boarding establishments instead of two, with school rooms connected with each. This served for the better separation of pupils of different ages and

attainments, as well as a safeguard against the spread of any contagious disease through the whole institution.

The number of pupils instructed was 126 — boys 64, girls 62; in the primary department, 71; in the grammar department, 55; boarding pupils, 123; day pupils, 3. The number present at the close of the school year was 122. Of the whole number 101 were from Massachusetts, 7 from Vermont, 6 from New Hampshire, 2 each from New York and Alabama, and 1 each from Rhode Island, Connecticut, Pennsylvania, Maryland, Georgia, Minnesota, Ohio, and the District of Columbia. The number instructed in drawing was 43; in wood carving, 43; in cabinet work, 25. The older girls were also practically initiated in household duties.

At the end of the second session four pupils were graduated with appropriate public exercises. As many invited guests were present as the limited capacity of our public hall would admit. Essays by each of the graduates were read, and exercises with other classes were had by their respective teachers, by way of enlightening the public as to the methods of instruction here pursued and the results attained.

As none of the teachers withdrew at the end of the year, the present session opens with instructors all of whom have had more or less experience. Heretofore, various contingencies have robbed the school of one or more experienced teachers nearly every year, and no experts in the oral method of instruction were to be had elsewhere. More than all this, the adoption of the oral system in whole or in part in many other institutions created a demand for trained teachers.

It was mentioned in the last report that the school had been asked to allow other teachers to study with those preparing for work in this school. These teachers passed an entrance examination such as other teachers pass. Their study during the year embraced subjects connected with language teaching, general mental development of deaf children, methods of instruction in speech and lip-reading, physiology and anatomy of the vocal organs, history of deaf-mute instruction, etc. Each teacher taught under direction three hours daily, and observed class instruction two hours. In every case the teacher observed a class of the same or nearly the same grade as the one in which she was at that time teaching. Much of

that which was most valuable was thus the free gift of the more experienced teachers of the school. But for their ready co-operation little could have been accomplished. The teachers graduating from the normal class last June were Miss Edith Brown, Miss Mary Church, Miss Jane Lucas, Miss Maria A. Rogers, Mr. Edwin Stanley Thompson, and Miss Hannah Wells. Miss Wells was one of the regular teachers for the whole year. Miss Rogers took the place left vacant by the marriage of Miss Hickok in February. Mr. Thompson is acting as a substitute for Miss Wright, whose enforced absence on account of ill health we regret. The other three members of the training class are now engaged in other institutions. It has been decided by the board that this experiment be continued during the coming year. From a considerable number of applicants four only have gained entrance to the class. Two or three others may be admitted before the close of the present month.

In June a class of four pupils graduated from the school—Bertha H. Dutton, Heber N. Haynes, Mary K. Trainor, and Alice L. Ware. The work done by this class was of a higher grade than that done by any graduating class for years and their diplomas indicated that fact. It is expected that at least two members of this class will enter other schools—one is already in a public high school and the other will enter a private school for young ladies.

A World's Congress of Teachers of the Deaf was held in Chicago during the month of July, and the American Association to Promote the Teaching of Speech to the Deaf also held its annual business meeting at that time. Several of the teachers were in Chicago and attended some of the sessions. By request the principal of the school prepared a brief paper which was presented to the congress.

HORACE MANN SCHOOL, BOSTON.

MISS SARAH FULLER, *Principal*.

Number of Massachusetts beneficiaries during the school-year 1892-93,	. . .	108
Number admitted during the year,	. . . . .	19
Number of Massachusetts beneficiaries in school Nov. 17, 1893,	. . . . .	97

The Horace Mann School opened on the 7th of September, 1892, with 95 pupils—40 boys and 55 girls. During the

year 21 pupils were admitted and 13 discharged. Of the latter number, 3 were withdrawn on account of ill health, 3 removed to distant towns and 7 went to work.

The inquiry, what occupations are open to deaf boys and girls? may be answered by naming some of those to which the pupils of this school have gone and in which they have found pleasure as well as profit. They are those of the cabinet-maker, carpenter, lather, mason, painter, brass-worker, harness-maker, tanner, stableman, fisherman, farmer, lumberman, diamond-cutter, engraver, tool-maker, compositor, printer, milliner, dressmaker, artist, writer and factory operative, — watch, parasol, shoe, tack and rubber. The value of preparatory training for industrial pursuits, which the children in this school receive, through sloyd, sewing and typesetting, become more and more apparent each year. On leaving school many of the pupils go directly to shops and to printing offices, and take places with as much acceptability to their employers as hearing persons, and the long term of service of some is a good indication of their worth.

Evidences of the success of pupils who have entered schools for the hearing continue to multiply, and generous friends still extend aid to pupils whose families are unable to meet the cost of instruction at private schools.

The following extract is taken from a note received from the father of a boy who left the Horace Mann School to enter a private school with hearing boys and girls: —

The examination papers brought home by ——— last June are very gratifying to me, showing excellent work, the result of intelligent and earnest teaching at your school. Perhaps you may like to know what strangers think of your work. Last summer ——— wrote to an elderly friend giving accounts of his fishing, etc., during his vacation. The letter was seen by a teacher, who asked permission to show it to her class of boys, fifteen to sixteen years old, saying that the thoughts were well expressed, every paragraph was perfect and only one mistake, which was evidently a slip of the pen.

The high ranking taken in higher schools by your graduates shows that children who are deaf can make good progress in the world.

The Horace Mann School for the Deaf is somewhat unique in its position, its work and its influence. It is a day school

in contrast to "an institution;" it prepares its pupils for admission to schools with hearing pupils, where they successfully pursue the prescribed courses of study; through the influence of the Horace Mann School the first infant school for the deaf in America was established.

The record of the Horace Mann School during the past year contains much that is of unusual interest to all its friends. In common with other public schools in the State, the pupils prepared for the Columbian Exposition various school exercises, representing the different grades of work in both primary and grammar departments. This exhibit was creditable alike to pupils and teachers. The contributions from the sloyd and sewing classes were among the best sent from Massachusetts.

"A Course of Study" for the school was revised and printed in pamphlet form.

A brief history of the school was prepared by the principal and sent to the Volta Bureau, in Washington, D. C., to be printed and bound with histories of schools for the deaf in America. Copies of this work are to be distributed to libraries throughout the world.

At the World's Congress of Instructors of the Deaf, held at Chicago in July, this school was represented. Among the ten-minute papers read at the congress was one upon "Day Schools for the Deaf," by the principal of this school. In consequence of the peculiar interest in this subject at the present time, a part of the paper is appended to this report.

Among the many benefits to the young deaf child resulting from his life at home while beginning his school life may be mentioned the following: The gradual acquaintance with the new life opening before him; the meeting and mingling with strange figures and strange faces for a few hours each day, and then a return to the familiar and known belongings; the daily going, with its attendant varying experiences, to and from the school; the encouragements, in all the little school tasks, from the interested family and its watchful care in noting the progress and aiding the efforts of the child; and the indirect help from playmates, whose games give ample scope for juvenile ideas of justice and fair dealing. Said the father of an eight-year-old boy, a short time since, in reply to the question, "Does your son play with other boys?" "Yes, indeed, and he knows his rights, too, for when in a game of marbles he thinks there

is not fair play, he goes through the pockets." Ball-playing, croquet, tennis and military drill all serve to cement the bonds of sympathy between deaf and hearing children and test the right of one to the admiration of the other.

As the school work progresses and the pupil's mental outlook widens the influence of the home life becomes invaluable. The simple school exercises, which at first were a wonder and delight to the family, are succeeded by lessons for home study that would not suffer by comparison with those assigned to the hearing brother or sister. Books and papers that keep the family in touch with the outside world are sought and read to him, with the added inducement to be able to communicate to his teacher and fellow students new facts from his accumulating stores of knowledge. Neighborhood gatherings, social meetings, Sunday school and church organizations all form a part of the home education to which unconsciously every member contributes. In these and kindred opportunities the deaf child has foreshadowed for him the experiences which life will bring, and, as in everything else pertaining to his future, preparation that comes in a natural way is the best.

While the majority of pupils in a day school go directly from it into the various industries which furnish them with the means for a livelihood, there are others for whom it is a preparation for admission to schools with their hearing companions. These pupils have constantly before them strong incentives for study and close application. To take good rank in beginning work with new classmates, to be equally qualified in all branches studied, to speak well and to be able to understand the speech of those about them are the spurs that rouse the ambition of all who anticipate spending the closing years of their school life with pupils who hear.

Some one has wisely said, "What we make our children love and desire is more important than what we make them learn." Is there any object of love of greater importance than the home, and can we render to the future men and women of our land a greater service than by developing in them a love for home and all that it represents? While they are yet school children may we not help them, through their home life, to realize that all mankind is but one family and that to make a true home for this family should be the chief desire of all its members?

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

M. ANAGNOS, *Director*.

The sixty-second annual report of this institution, for the year ending Sept. 30, 1893, records 237 blind persons con-

nected with the establishment. Of these 156 belong to the school proper at South Boston, 65 to the kindergarten at Jamaica Plain, and 17 to the workshop for adults. Those belonging to the school proper may be classified as follows:—

Pupils in the boys' department,	78
Pupils in the girls' department,	62
Children in the kindergarten,	64
Teachers and employees,	13
Domestics,	3
	<hr/>
	220
Number of Massachusetts beneficiaries,	114
Number of adults belonging to Massachusetts,	27
Number of blind persons belonging to other States,	96
	<hr/>
	237

While the past year has witnessed the continued prosperity and decided progress of the school as a whole, the increased efficiency of several departments is specially noticeable. The new buildings which have been completed and occupied during the year have provided enlarged accommodations for the music department, the library, the gymnasium and the kindergarten, and have thereby afforded to each the means of extending and improving the work.

The department of music has received due recognition and support. Ample room and an adequate supply of instruments furnish a complete equipment for thorough study and practice of music. The work in the tuning department has been carried on with great regularity and with satisfactory results.

The operations of "the Howe Memorial Press" continue to be very beneficial to the blind of New England. Many valuable books in raised print have been issued during the year and are now in circulation. They are loaned to all applicants, free of charge.

Appliances and apparatus of the best and newest design have been used in fitting up the new gymnasium, and increased attention has been paid to physical culture, which constitutes a prominent feature in the curriculum of this institution. Each division into which the school is classified receives instruction and training for forty-five minutes on four days of the week.

The completion of a second house at Jamaica Plain made it possible to admit many children who had long awaited an

opportunity to enter the kindergarten. When the new building was opened, in January of the present year, two families were formed, one of girls, the other of boys, each with its complement of teachers and officers.

The aim of the literary department of the institution has ever been to afford to the recipients of its benefits a sound English education. The course of study is similar to that pursued in the best public schools of the State. A high standard of thoroughness has been maintained.

A creditable display of work has been made by the several departments of the institution proper, together with the kindergarten, at the World's Fair. Ample space was secured in the Liberal Arts Building, and the various articles forming the collection were effectively arranged and displayed to good advantage. The entire exhibit has attracted much attention and has been favorably noticed.

A systematic course of training and instruction has been pursued by the three blind and deaf children who are connected with the institution.

Edith M. Thomas, who is the eldest of the three, has maintained a good standing in the same class with girls of her age in the South Boston school. All the work which is required of each member of the class is done by Edith seemingly with equal ease and facility. The special teacher interprets to her, by means of the manual language, the instruction which is given to the class by the teacher in charge. Edith enjoys sharing the lessons with others. Her interest in study has been quickened by this association, while her ambition, a dominant trait, has found a safe and worthy object in competing with her classmates. Her mind is healthy and vigorous, and she exhibits some originality in thought and in the application of truths which are presented for her consideration. The skill in manual dexterity which was so early displayed is no less remarkable now, and the ability to use tools, which her training in sloyd has given, continues to afford a means of great pleasure and enjoyment. Without exceptional talent in any one direction, Edith proves to have an evenly balanced mind, and her progress in development and acquisition is both steady and constant.

Willie Elizabeth Robin has now for nearly three years been

a pupil in the kindergarten. She has made such rapid progress in acquiring knowledge and the power of expression, and withal has developed into such an alert, eager, wide-awake child that it is difficult to realize that in this short time so much mental power has been unfolded by the sense of touch alone. In many respects Willie is a model "little woman." She is industrious, with a desire to be helpful; she is thoughtful for others and manifests a deep sense of responsibility. She possesses very correct notions of neatness, order and method. In person Willie is attractive, with dainty ways and refined manner. In disposition she is as affectionate and loving as she is winning and lovable. During the year Willie has received instruction in classes with other children and she has made commendable progress. She can articulate with considerable distinctness and is encouraged in her efforts to communicate with others by this means.

Tommy Stringer has also been introduced into regular classes during the year with very gratifying results. The passivity which he manifested at first has given place, with awaking intelligence, to animation and even eagerness. Tommy has emerged from the state of babyhood and he is found to be master of all the usual boyish traits. His teachers report many interesting incidents of daily life showing his roguishness and love of fun. But he is a most engaging and affectionate child, with no lack of good mental endowments, and he is certainly worth all the effort which is made in his behalf.

THE MASSACHUSETTS SCHOOL FOR THE FEEBLE-MINDED, WALTHAM.

WALTER E. FERNALD, M.D., *Principal.*

Number of Massachusetts beneficiaries at beginning of school year, 1892-93,	174
Number admitted during the year,	39
Number dis-charged during the year,	24
Number transferred to custodial department,	49
Number transferred from custodial department,	5
Number of Massachusetts beneficiaries, Oct. 1, 1893,	145

The number of feeble-minded persons of all descriptions now present in the institution is 420. Of these, 145 are beneficiaries of the Commonwealth in the school department; 53 are supported by the Commonwealth in the custodial department; 165 are supported by cities and towns in the custodial

department; 29 are private pupils supported by their parents or guardians, who with two exceptions pay us only the actual cost of maintenance and instruction; and 28 are beneficiaries of other States, paying according to the statute each \$300 per year. The average number of all descriptions has been 398. The number in the school department is 29 less than at the close of the school year of 1892, but is the same as it was at the close of the year 1891.

In February last a necessary reclassification of the school was made which resulted in the transfer of about 50 children from the school to the custodial department. They were mostly cases that had been long in the school and were too old for further school instruction, but for whom there seemed to be no other proper resting place. The additional income resulting from this transfer has enabled us to keep up the repairs of the establishment, to procure a full stock of farming implements and a complete outfit of tools and apparatus for manual training department, to provide ample fire-escapes, to make an addition to the school-house and gymnasium, for a storeroom, and even to build a small carpenter shop, all charged to our current expenses, without increasing the hitherto average cost of each inmate. The vacancies in the school department were becoming necessary for the admission of young children of feeble minds that have a claim upon the Commonwealth for education, and they are rapidly filling up. It was said in our report a year ago that every child of feeble-mind belonging to this State capable of benefit from school instruction that had applied for admission during the preceding year had been admitted and taken care of without expense to the parents or place of residence. The same may be said of the year just past.

Of the inmates of the school in both departments, 118 are females over fifteen years of age.

The usual annual appropriation of \$25,000 was received from the Commonwealth for the instruction and support of pupils in the school department; also \$10,138.38 for custodial cases supported by the Commonwealth.

With the exception of a mild epidemic of measles, in which there was not a fatal case, the health of the 400 inmates has been good.

More has been accomplished during the past year to ameliorate the condition of idiots and feeble-minded persons belonging to the Commonwealth than in any previous year in the history of the Commonwealth. Four hundred members of the human family, many of whom had they lived at a period sixty years since would have been left in utter neglect, and many of whom would have gone from bad to worse, now receive from a generous public all the care and all the essentials of life that humanity can command. The trustees ask nothing more than is now freely given them on behalf of the four hundred persons that have been committed to their charge. But there are more than 3,000 feeble-minded persons in the State, and our dormitories are full.

The applications for admission the last year numbered 190, — a larger number than in any previous year.

We have been able to accept the application of every child of the school age and grade, every young custodial case and every adult female. We have been compelled to postpone or decline the application of quite a number of adult male cases, some of them epileptics. Of the 101 admissions 63 were of the school age and grade, and were received in the school department. Some of these children have already been greatly improved by the school discipline and training. There were 15 boys and 22 girls over fourteen years of age. Among the cases admitted in the custodial department were 37 with untidy habits, 15 were epileptic, 12 were partially paralyzed, 6 unable to feed themselves and almost entirely helpless, and 2 were totally blind. One of the females has borne 1 and another 4 illegitimate children.

Of the 65 discharges, 45 were kept at home by parents or friends for various reasons, 7 were removed by order of overseers of poor, 8 were insane, 4 Rhode Island beneficiaries were removed by the State authorities to make room for other cases and 1 was transferred to the State Almshouse.

It is pleasant to record the fact that 8 of our pupils so improved and developed that they remained at home to attend the public schools. Seven of the cases discharged were kept at home to work. One young man has been steadily at work in his father's factory for nearly a year, and is "doing a man's work." Another has obtained a good situation on a farm

where he is earning fair wages. Another is at work in a cotton mill in Fall River. Another works every day with his father, who is a carpenter. Three young women who have been in our school and training department since childhood have been kept at home to assist with the domestic work. Of course these are exceptional cases, but they illustrate the practical character of the instruction given in the school.

The general health of our inmates has been unusually good. It is a fact approvingly noted by parents and friends that nearly every child admitted becomes stronger and more robust than they have ever been before. Each year in the custodial department we receive a certain number of feeble children, sickly and puny from birth, predestined to a short life of misery and suffering, who come to us only to be tenderly nursed and cared for until death mercifully comes to their relief.

The school work has been uninterruptedly carried on, upon the lines specified in detail in the last annual report. The system of graded class exercises, for the majority of our pupils, has more than fulfilled our expectation. The pupils have never been more attentive and ambitious, and have never made more substantial progress. The work of some of the classes in reading and penmanship would do credit to any public school. We have seen especially good results from the systematic brain and muscle discipline, resulting from the manual training exercises. The patience, zeal and tact so uniformly shown by the teachers deserve the warmest commendation. It is very pleasing to note the fact that, as a rule, the parents of these pupils are very appreciative and grateful for the improvement shown by their children.

The current expenses have amounted to \$66,035.64, or \$3.18 per week for each inmate. The schedule of expenditures shows in detail how this sum has been expended. The reduced per capita cost is largely due to the utilization of the food products from the farm and garden supplied at very small actual expense. During this year the farm has been thoroughly equipped with wagons, tools and farming implements. A substantial and convenient frame carpenter's shop has been built at a cost of a little less than \$500. A large brick closet for the storage of school apparatus has been added to the gymnasium building at

a cost of \$565.15. Hitherto we have had no suitable place for winter storage of vegetables, but the excavation has been made and materials purchased for the construction of a large underground roof cellar, which will be ready for use within a few weeks. The expense of these and other minor additions to our plant has been charged to current expense account. The institution is now very thoroughly equipped with the necessary tools, machinery and other appliances for economically and efficiently carrying on the work of providing for the wants of our inmates.

The construction of a sewer to connect the institution grounds with the Waltham division of the Metropolitan Sewerage System, for which purpose an appropriation was granted to the city of Waltham at the last session of the Legislature, has been under way all summer and will probably be ready for use within a few weeks. The completion of this sewer will do away with the disposal of sewage on our own grounds.

The Legislature appropriated \$1,000 for the construction of connections between the present sewers on our grounds and the new branch of the city sewer. This work involved the laying of 1,564 feet of six and eight inch pipe and is now completed ready for use. The trenching and filling for this sewer was done entirely by the labor of our large boys. If this work had been done by paid labor, it would have cost at least \$350. The total cost of this work was well within the special appropriation.

The Legislature also appropriated \$8,000 for the construction of a detached hospital building, especially for the isolation and treatment of contagious and infectious diseases. Contracts have been made for the erection of the building within the limit of the sum appropriated. This building will be of brick and stone, one story in height, with two small wards, nurses' room and toilet room. This building is now being constructed and will be ready for occupancy before the close of the year. We shall then be able to promptly quarantine any case of contagious or infectious disease which may appear among our inmates. It will also provide us with much needed facilities for the proper treatment of cases of acute illness.

*Amount Expended for Instruction of Deaf Children During the Year.**Paid Clarke Institution.*

97 pupils for quarter commencing Jan. 1893,	\$4,225 63	
97 pupils for quarter commencing April 1, 1893,	4,243 75	
97 pupils for quarter commencing July 1, 1893,	4,243 75	
103 pupils for quarter commencing Oct. 1, 1893,	4,506 25	
	<hr/>	\$17,219 38

Paid Horace Mann School.

99 pupils from Feb. 1, 1893, to July 1, 1893, .	\$5,089 92	
95 pupils from Sept. 1, 1893, to Feb. 1, 1894, .	4,584 80	
Transportation and board of pupils,	1,766 28	
	<hr/>	11,441 00

Paid American Asylum.

64 pupils for quarter commencing March 1, 1893,	\$2,831 25	
63 pupils for quarter commencing June 1, 1893,	2,787 50	
55 pupils for quarter commencing Sept 1, 1893,	2,437 50	
55 pupils for quarter commencing Dec. 1, 1893,	2,437 50	
Clothing furnished beneficiaries for the year ending July 1, 1893,	311 30	
	<hr/>	10,805 05
Kindergarten for Blind, support of Edith Thomas,		300 00
		<hr/>
		\$39,765 43

MASSACHUSETTS SCHOOL FUND.

An act of the Legislature passed in 1834 established the Massachusetts school fund. Chapter 139 of the Acts of that year provided that "all moneys in the treasury derived from the sale of lands in the State of Maine, and from the claims of the State on the Government of the United States for military services, and not otherwise appropriated, together with fifty per centum of all moneys thereafter to be received from the sale of lands in Maine, shall be appropriated to constitute a permanent fund for the aid and encouragement of common schools, provided that said fund shall not exceed one million dollars."

In 1854 an important act (chapter 300) was passed, providing for the increase of the fund by the transfer "of such a

number of the shares held by the Commonwealth in the Western Railroad Corporation, as will, at the rate of one hundred dollars a share, increase the principal of said fund to the amount of one million five hundred thousand dollars."

Again, by chapter 154 of the Acts of 1859 it was provided in section 3 that "all the avails of the moiety of the sales of public lands which by the provisions of the seventeenth chapter of the Resolves of the year one thousand eight hundred and fifty-seven inure immediately to the use of the Commonwealth, and the use of which is not otherwise provided for in this act, shall be added to the principal of the Massachusetts School Fund."

This act contemplated an indefinite increase of the school fund; had there been no adverse legislation it would ere this have reached five or six million dollars. The first diversion from the fund was made in 1861, when \$232,790 was given in the form of land to the Massachusetts Institute of Technology and the Boston Society of Natural History. An exigency arose during our late civil war, which was met by another diversion from the fund; this was the necessity of providing means for the payment of the large sums raised by the State for recruiting and sending forward troops. In 1864, chapter 313, the Legislature created a fund by the issue of State scrip, not exceeding ten million dollars, to be called the Massachusetts bounty fund, and created a sinking fund for the payment. Towards this sinking fund the Legislature appropriated all the receipts from the sale of Back Bay lands, less the expense of commissioners and of filling and preparing the lands for sale, and including the portion now by law made payable to the Massachusetts school fund, as soon as said fund shall have reached the amount of \$2,000,000. The whole amount paid under this statute into the school fund was \$456,930.06, "or less than fifteen per cent. of the estimated profits of the enterprise."

The fund was increased in the year 1882 by a change of Boston & Albany Railroad stock for bonds at a premium. This advanced the fund from \$2,086,887.01 in 1881 to \$2,711,262.26 in 1882, the increase being \$624,375.25. The fund was further increased in the year 1891 by the United States war claims collected, amounting to \$12,043.75, and by United States direct tax of 1861, recently refunded, \$696,107.88, a total of \$708,-

151.63, making the present fund \$3,665,761.88, which is an increase from 1877 of \$1,597,971.34.

Great credit is due Mr. George A. Marden, Treasurer of the Commonwealth during the past five years, for the watchful and fostering care bestowed upon the State school fund. It was largely through his influence, with a liberal-minded legislature, that the recent additions were secured to the fund and that an increasing ratio of the income is bestowed upon the smaller and poorer towns of the State.

The establishment of the school fund, in connection with the organization of the Board of Education, wrought a reformation in the character of the public schools. It was not the purpose of the Legislature in establishing the fund to relieve the towns from the support of their schools, but to furnish aid and encouragement. By it the State established a necessary relation between its own control and the control of the towns over the management of the public schools.

With the fund it is possible to obtain accurate and full returns, and to communicate to the Legislature and to the people all the material facts relating to the condition of the public schools. It enables the authorities to execute the school laws, and to establish a uniform system of schools throughout the Commonwealth. It greatly aids the towns in supporting such schools as the statute requires the towns to maintain, and with recent changes is especially helpful to the towns most needing aid.

The method of distribution of the income of this fund was first provided for by the Legislature of 1835. Amendments to the original law for the distribution of the fund have several times been made.

The law of 1874 was in force when the writer entered upon the duties of his office. This law limited the distribution of one-half of the income of the fund to towns whose valuation did not exceed \$10,000,000. Then towns were divided into four classes :—

I. Towns whose valuation did not exceed \$1,000,000 each received \$200 per annum.

II. Towns whose valuation exceeded \$1,000,000 and did not exceed \$3,000,000 received \$150.

III. Towns whose valuation exceeded \$3,000,000 and did not exceed \$5,000,000 received \$100.

IV. Towns not exceeding \$10,000,000 of valuation, including the above classes, were to receive the residue of the half of the income, which was to be distributed among them in the ratio of their population between five and fifteen years of age.

The law as amended in 1884 continued the former classification of towns, and limited the distribution of the half of the income of the fund to towns of a valuation not exceeding \$10,000,000, as follows:—

I. Towns whose valuation did not exceed \$500,000 each received \$300 per annum.

II. Towns whose valuation exceeded \$500,000 and did not exceed \$1,000,000 received \$200.

III. Towns whose valuation exceeded \$1,000,000 and did not exceed \$3,000,000 received \$150.

IV. The residue of the half of the income continued to be distributed to towns not exceeding \$10,000,000 of valuation, in the ratio of their population between five and fifteen years of age.

The law was again amended in 1891. The same classification of towns continued. The towns to receive any part of the half of the income of the fund were limited to those whose valuation did not exceed \$3,000,000. The basis of distribution was so changed that after certain lump sums were given to the four classes of towns the residue of the half of the income was apportioned to the towns included in the four classes according to the ratio of their school tax to their whole tax. The distribution of the lump sums was as follows:—

I. Towns whose valuation did not exceed \$500,000 each received \$275.

II. Towns whose valuation exceeded \$500,000 and did not exceed \$1,000,000 received \$200.

III. Towns whose valuation exceeded \$1,000,000 and did not exceed \$2,000,000 received \$100.

IV. Towns whose valuation exceeded \$2,000,000 and did not exceed \$3,000,000 received \$50.

The distribution of the residue of the half of the income

was limited to towns whose school tax was not less than one-sixth of their whole tax, and was made as follows : —

I. Towns whose school tax was not less than one-third of their whole tax were to receive a proportion expressed by the fraction one-third.

II. Towns whose school tax was not less than one-fourth of their whole tax were to receive a proportion expressed by the fraction one-fourth.

III. Towns whose school tax was not less than one-fifth of their whole tax were to receive a proportion expressed by the fraction one-fifth.

IV. Towns whose school tax was not less than one-sixth of their whole tax were to receive a proportion expressed by the fraction one-sixth.

In other words, the ratio of the distribution of the residue among these several classes of towns was to be as 20, 15, 12 and 10.

The law of 1893 amended the law of 1891 by providing that the lump sum given to towns whose valuation does not exceed \$500,000 shall be \$300. With this amendment the law of 1891 is at present in force. Under all these laws provision is made for the payment of general educational expenses out of the half of the income of the school fund not distributed to the towns.

The general principle upon which the laws are based is that the half of the income applied directly to the schools shall be given to the towns of low valuation and that the distribution shall be in the inverse ratio to their valuation. The law of 1891 introduced a new element into the basis of distribution, which is the ratio the sum appropriated by the town for school purposes bears to the sum appropriated for all town purposes ; here the part of the income of the fund applied to the towns is in the direct ratio to the ratio the school tax bears to the whole tax.

It will be noticed that progress has been made in the direction of limiting the distribution of the income of the fund to classes of towns of lower and lower valuation, and of giving an increased lump sum to the towns of these classes which have the lowest valuation ; thus by the laws of 1874 and 1884 a

proportion of the income was paid to towns having a valuation as high as \$10,000,000, while the law of 1891 limited the distribution to towns not exceeding \$3,000,000. Again, the law of 1874 distributed \$200 to all towns whose valuation did not exceed \$1,000,000, while the laws of 1884 and 1891 increased the lump sum to \$300 and lowered the valuation to \$500,000.

The present law has a tendency to encourage the towns to make liberal appropriations for the schools.

A considerable enlargement of the fund, to twice its present amount, is needed; it should be directed in the same channels as at present provided for. A large additional sum is needed to increase the number and the efficiency of the normal schools, and to secure to the small towns teachers better qualified and with greater stability in office. I trust laws will be enacted by the Legislature providing for such increase.

Income of Massachusetts School Fund, 1893.

Cash on hand Jan. 1, 1893,	\$81,827 27
Income for 1893,	155,556 85
	<hr/> \$237,384 12
Paid cities and towns in 1893,	\$81,827 27
Paid accrued interest on securities purchased,	12,701 38
Paid educational expenses, 1893,	77,778 43
	<hr/> \$172,307 08
Cash on hand Dec. 31, 1893,	\$77,778 43
From which there is to be paid to cities and towns in 1894,	77,778 43
The Massachusetts school fund amounted Dec. 31, 1893, to	\$3,670,548 14

TRAINING SCHOOLS.

By the last returns to the Board of Education it appears that there are now in the State 143 special superintendents of the public schools. More than 88 per cent. of our school children are in schools directed by skilled supervision. As the superintendents become aware that the schools committed to their care will be what the teachers make of them, they see the necessity of employing teachers who have had special training for their work.

The normal schools have thus far furnished no more than about one-third of the teachers required to teach in the public schools. To supply the deficiency training schools have been established in many of the larger towns of the Commonwealth. There are now in the State about twenty-five of these schools, located in the following-named towns: Adams, Boston, Cambridge, Chelsea, Concord, Fall River, Fitchburg, Harwich, Haverhill, Holyoke, Lawrence, Lowell, Lynn, Malden, New Bedford, Newburyport, North Adams, Provincetown, Springfield, Quincy, Watertown, Weymouth and Woburn.

While all teachers will be improved by a course of pedagogical training in one of these training schools, there is great danger that the instruction to which they are exposed will turn their attention simply to forms of communicating information rather than to the conditions of knowledge and mental development. This must be true whenever the exercises of the training school consist chiefly of training, without constant reference to the principles of teaching, to the ends to be accomplished, and to the conditions that must be observed.

It would be well if those who are admitted to the country training schools were already graduates of some normal school or of some institution where they have received a liberal education. Such persons would be prepared for intelligent practice in the training schools, and in due time for active service in the public schools.

Before entering upon the work of teaching, the candidate should be familiar with the essential properties of the art as founded on principles and illustrated by practice. He must know the ends which the public schools are intended to promote, the true order of elementary and scientific instruction, and to be able to select and use the most improved means of teaching. He must have the ability to control the children by the use of those principles of action which prepare the mind for self-control. There is now a demand for trained teachers. This demand is growing more imperative as the processes and results of education are more fully understood.

Educational progress is quite largely dependent upon the accomplishment of two ends:—

First. The professional training of a sufficient number of teachers for all the schools in the Commonwealth.

Second. State aid for the small towns sufficient to enable them to secure trained teachers for their schools and to retain them in their places.

We must depend on the normal schools for a supply of trained teachers.

Aid for the Small Towns.

Our State school fund now amounts to \$3,665,761.88. There will be paid from the income of this fund, to cities and towns having \$3,000,000 of taxable property and less, \$81,827.27 in 1893. A discrimination is made in the distribution of this income in favor of the smaller towns. The aid thus received is of great value to the country schools, but is not enough in many cases to furnish them with the best teachers and to prevent the best from leaving their country places for higher salaries.

We need increased facilities for training the teachers, and more money to pay them for their services.

The first may be produced by an increase in the number of our normal schools, or by a thorough organization of training schools; the second by an enlargement of the school fund or by a general tax.

SUPERINTENDENTS OF SCHOOLS.

By the statistical report, page 75, it appears that there is an increase for the year in the number of superintendents employed, and as a consequence a larger number of schools and of children are brought under this form of supervision. By the amendments of 1893 to the law of 1888, added facility was given to the small towns to unite for the employment of superintendents.

The text of the law as amended is as follows :—

1. Any two or more towns the valuation of each of which does not exceed two million five hundred thousand dollars, and the aggregate number of schools in all of which is not more than fifty nor less than twenty-five, may, by vote of the several towns, unite for the purpose of the employment of a superintendent of schools under the provisions of this act.

2. When such a union has been effected the school committees of the towns comprising the union shall form a joint committee, and for the purposes of this act said joint committee shall be held to be the agents of each town comprising the union. Said committee shall meet annually in joint convention in the month of April at a day and place agreed upon by the chairman of the committees of the several towns comprising the union, and shall organize by the choice of a chairman and secretary. They shall choose, by ballot, a superintendent of schools; determine the relative amount of service to be performed by him in each town; fix his salary, and apportion the amount thereof to be paid by the several towns, and certify such amount to the treasurer of each town.

When such a union has been effected it shall not be dissolved because any one of the towns shall have increased its valuation so that it exceeds two million five hundred thousand dollars, nor because the number of schools shall have increased beyond the number of fifty or decreased below the number of twenty-five, nor for any reason for the period of three years from the date of the formation

of such union, except by vote of a majority of the towns constituting the union.

3. Whenever the chairman and secretary of such joint committee shall certify to the State auditor under oath that a union has been effected, as herein provided, that the towns in addition to an amount equal to the average of the total sum paid, or to the sum paid per child, by the several towns for schools during the three years next preceding, unitedly have raised by taxation and appropriated a sum not less than seven hundred and fifty dollars for the support of a superintendent of schools, and that under the provisions of this act a superintendent of schools has been employed for one year, a warrant shall be drawn upon the treasurer of the Commonwealth for the payment of one thousand two hundred and fifty dollars, seven hundred and fifty dollars of which amount shall be paid for the salary of such superintendent, and the remaining five hundred dollars shall be apportioned and distributed on the basis of the amount appropriated and expended for a superintendent in the towns forming such district for the year next preceding, which amount shall be paid for the salaries of teachers employed in the public schools within such district.

4. A sum not exceeding forty-five thousand dollars shall be annually appropriated to carry out the provisions of this act.

5. The provisions of section forty-three of chapter forty-four of the Public Statutes, respecting the service of school committees without pay in towns wherein a superintendent is appointed, shall not apply to towns uniting in the employment of a superintendent under the provisions of this act.

6. This act shall take effect upon its passage. [Approved April 15, 1893.

The following lists give the names of the superintendents for 1893, with their locations : —

Counties and Towns Employing School Superintendents throughout the State for the Year 1893.

BY COUNTIES.	Superintendent.	Residence.
BARNSTABLE.		
Barnstable,	Samuel W. Hallett,	Hyannis.
Bourne,	Howard S. Freeman,	Sandwich.
Dennis,	W. E. Chaffin,	South Dennis.
Eastham,	Clarence W. Fearing,	Provincetown.
Falmouth,	F. Arthur Walker,	Falmouth.
Harwich,	Clarence W. Fearing,	Provincetown.

Counties and Towns Employing School Superintendents, etc. — Con.

BY COUNTIES.	Superintendent.	Residence.
BARNSTABLE—Concluded.		
Mashpee,	Howard S. Freeman,	Sandwich.
Orleans,	Hiram Myers,	Orleans.
Provincetown,	Clarence W. Fearing,	Provincetown.
Sandwich,	Howard S. Freeman,	Sandwich.
Wellfleet,	Clarence W. Fearing,	Provincetown.
Yarmouth,	W. E. Chaffin,	South Dennis.
BERKSHIRE.		
Adams,	W. P. Beckwith,	Adams.
Becket,	Louis A. Pratt,	Chester.
Cheshire,	Earl Ingalls,	Cheshire.
Dalton,	Earl Ingalls,	Cheshire.
Egremont,	William W. Abbott,	Sheffield.
Lanesborough,	Earl Ingalls,	Cheshire.
New Marlborough,	William W. Abbott,	Sheffield.
North Adams,	Mrs. Julia M. Dewey,	North Adams.
Pittsfield,	A. M. Edwards,	Pittsfield.
Richmond,	William W. Abbott,	Sheffield.
Sheffield,	William W. Abbott,	Sheffield.
Stockbridge,	H. P. Gulliver,	Stockbridge.
Washington,	Louis A. Pratt,	Chester.
West Stockbridge,	William W. Abbott,	Sheffield.
BRISTOL.		
Attleborough,	J. O. Tiffany,	Attleborough.
Dighton,	Joseph E. Sears,	Dighton.
Easton,	Edward B. Maglathlin,	North Easton.
Fairhaven,	Miss Etta L. Chapman,	Fairhaven.
Fall River,	William Connell,	Fall River.
Mansfield,	Edward P. Pitts,	Mansfield.
New Bedford,	William E. Hatch,	New Bedford.
North Attleborough,	W. E. Hobbs,	North Attleborough.
Raynham,	Roscoe D. McKeen,	East Bridgewater.
Swansea,	E. M. Thurston,	Swansea.
Taunton,	C. F. Boyden,	Taunton.
ESSEX.		
Andover,	W. A. Baldwin,	Andover.
Beverly,	A. L. Safford,	Beverly.
Boxford,	F. J. Stevens,	Boxford.
Gloucester,	Freeman Putney,	Gloucester.
Haverhill,	Albert L. Bartlett,	Haverhill.
Lawrence,	William C. Bates,	Lawrence.
Lynn,	O. B. Bruce,	Lynn.
Manchester,	John B. Gifford,	Marblehead.
Marblehead,	John B. Gifford,	Marblehead.
Methuen,	G. E. Chickering,	Methuen.
Newburyport,	William P. Lunt,	Newburyport.
Rockport,	Miss M. A. Wood,	Rockport.
Salem,	William A. Mowry,	Salem.
FRANKLIN.		
Buckland,	C. P. Hall,	Shelburne Falls.
Colrain,	C. P. Hall,	Shelburne Falls.
Conway,	E. W. Goodhue,	Williamsburg.
Erving,	Miss Lizzie A. Mason,	Orange.
Greenfield,	D. P. Dame,	Greenfield.
Orange,	Miss Lizzie A. Mason,	Orange.
Shelburne,	C. P. Hall,	Shelburne Falls.
Sunderland,	E. W. Goodhue,	Williamsburg.
Warwick,	Miss R. Cook,	Warwick.
Wendell,	Miss Lizzie A. Mason,	Orange.
Whately,	E. W. Goodhue,	Williamsburg.

Counties and Towns Employing School Superintendents, etc. — Con.

By COUNTIES.	Superintendent.	Residence.
HAMPDEN.		
Agawam,	U. G. Wheeler,	Mittineague.
Brimfield,	Miss Clara A. Wood,	Monson.
Chester,	Louis A. Pratt,	Chester.
Chicopee,	R. Hamilton Perkins,	Chicopee.
Granville,	U. G. Wheeler,	Mittineague.
Hampden,	Miss Mary L. Poland,	Wilbraham.
Holyoke,	Edwin L. Kirtland,	Holyoke.
Longmeadow,	Miss Mary L. Poland,	Wilbraham.
Ludlow,	Miss Mary L. Poland,	Wilbraham.
Monson,	Miss Clara A. Wood,	Monson.
Palmer,	W. H. Small,	Palmer.
Southwick,	U. G. Wheeler,	Mittineague.
Springfield,	Thos. M. Balliet,	Springfield.
Wales,	C. A. Brodeur,	Warren.
Westfield,	G. H. Danforth,	Westfield.
West Springfield,	C. E. Stevens,	West Springfield.
Wilbraham,	Miss Mary L. Poland,	Wilbraham.
HAMPSHIRE.		
Amherst,	William D. Parkinson,	Amherst.
Easthampton,	B. C. Day,	Easthampton.
Middlefield,	Louis A. Pratt,	Chester.
Northampton,	Alvin F. Pease,	Northampton.
Pelham,	Chas. Humphrey,	Pelham.
Prescott,	Frank T. Wood,	Prescott.
Southampton,	B. C. Day,	Easthampton.
South Hadley,	Edward H. McLachlin,	South Hadley Falls.
Westhampton,	B. C. Day,	Easthampton.
Williamsburg,	E. W. Goodhue,	Williamsburg.
MIDDLESEX.		
Acton,	Edward Dixon,	West Brookfield.
Arlington,	I. Freeman Hall,	Arlington.
Ashby,	J. S. Cooley,	Townsend.
Ashland,	Alvan R. Lewis,	Ashland.
Ayer,	Edward P. Barker,	Ayer.
Bedford,	L. T. McKenney,	Bedford.
Belmont,	I. Freeman Hall,	Arlington.
Billerica,	L. T. McKenney,	Bedford.
Burlington,	L. T. McKenney,	Bedford.
Cambridge,	Francis Cogswell,	Cambridge.
Carlisle,	L. T. McKenney,	Bedford.
Chelmsford,	George J. Snow,	North Chelmsford.
Concord,	William L. Eaton,	Concord.
Dracut,	Junius C. Knowlton,	Tewksbury.
Everett,	Randall J. Condon,	Everett.
Framingham,	O. W. Collins,	South Framingham.
Holliston,	Fred C. Tenney,	Holliston.
Hopkinton,	Alvan R. Lewis,	Ashland.
Lexington,	Mark S. W. Jefferson,	Lexington.
Lincoln,	L. T. McKenney,	Bedford.
Littleton,	Edmund P. Barker,	Ayer.
Lowell,	Arthur K. Whitcomb,	Lowell.
Malden,	Charles A. Daniels,	Malden.
Marlborough,	John E. Burke,	Marlborough.
Maynard,	Henry H. Williams,	Maynard.
Medford,	Ephraim Hunt,	Medford.
Melrose,	B. F. Robinson,	Melrose.
Natick,	Frank E. Parlin,	Natick.
Newton,	George I. Aldrich,	Newtonville.
North Reading,	Junius C. Knowlton,	Tewksbury.
Pepperell,	J. S. Cooley,	Townsend.
Reading,	Charles E. Hussey,	Wakefield.

Counties and Towns Employing School Superintendents, etc. — Con.

BY COUNTIES.	Superintendent.	Residence.
MIDDLESEX — Concluded.		
Shirley,	Mrs. Susan N. Barker,	Ayer.
Somerville,	Gordon A. Southworth,	Somerville.
Stow,	J. S. Moulton,	Westford.
Sudbury,	Edward J. Cox,	South Sudbury.
Tewksbury,	Junius C. Knowlton,	Tewksbury.
Townsend,	J. S. Cooley,	Townsend.
Tyngsborough,	Junius C. Knowlton,	Tewksbury.
Wakefield,	Chas. E. Hussey,	Wakefield.
Waltham,	Henry Whittemore,	Waltham.
Watertown,	George R. Dwelley,	Watertown.
Westford,	Edmund P. Barker,	Ayer.
Wilmington,	L. T. McKenney,	Bedford.
Winchester,	Ephraim Hunt,	Medford.
Woburn,	Frank B. Richardson,	Woburn.
NORFOLK.		
Bellingham,	N. W. Sanborn,	Bellingham.
Braintree,	I. H. Horne,	Braintree.
Brookline,	Samuel T. Dutton,	Brookline.
Canton,	James S. Perkins,	Canton.
Cohasset,	Elmer L. Curtiss,	Hingham.
Dedham,	R. W. Hine,	Dedham.
Foxborough,	J. R. Potter,	Walpole.
Franklin,	E. D. Daniels,	Franklin.
Medway,	Fred C. Tenney,	Holliston.
Millis,	Fred C. Tenney,	Holliston.
Milton,	C. H. Morss,	Milton.
Needham,	Frank E. Parlin,	Natick.
Norfolk,	J. R. Potter,	Walpole.
Norwood,	Maurice J. O'Brien,	Norwood.
Quincy,	H. W. Lull,	Quincy.
Sharon,	E. P. Fitts,	Mansfield.
Stoughton,	E. P. Fitts,	Mansfield.
Walpole,	J. R. Potter,	Walpole.
Wellesley,	Marshall Perrin,	Wellesley.
Weymouth,	I. M. Norcross,	East Weymouth.
PLYMOUTH.		
Abington,	W. H. Sanderson,	Bridgewater.
Bridgewater,	W. H. Sanderson,	Bridgewater.
Brockton,	B. B. Russell,	Brockton.
Duxbury,	Edwin H. Watson,	Marshfield Hill.
East Bridgewater,	Roscoe D. McKeen,	East Bridgewater.
Halifax,	J. T. Thomas,	Halifax.
Hingham,	Elmer L. Curtiss,	Hingham.
Hull,	Elmer L. Curtiss,	Hingham.
Kingston,	Wendell H. Adams,	Kingston.
Marshfield,	Edwin H. Watson,	Marshfield Hill.
Middleborough,	Asher J. Jacoby,	Middleborough.
Plymouth,	Charles Burton,	Plymouth.
Plympton,	A. S. Sherman,	Plympton.
Rockland,	H. Allen Halstead,	Rockland.
Scituate,	Edwin H. Watson,	Marshfield Hill.
West Bridgewater,	Roscoe D. McKeen,	East Bridgewater.
SUFFOLK.		
Boston,	Edwin P. Seaver,	Boston.
Boston,	Ellis Peterson,	Boston.
Boston,	Robert C. Metcalf,	Boston.
Boston,	John Kneeland,	Boston.
Boston,	G. H. Conley,	Boston.
Boston,	Mrs. Louisa P. Hopkins,	Boston.
Boston,	George H. Martin,	Boston.

Counties and Towns Employing School Superintendents, etc. — Con.

BY COUNTIES.	Superintendent.	Residence.
SUFFOLK — Concluded.		
Chelsea,	Eben H. Davis,	Chelsea.
Revere,	Milton K. Putney,	Revere.
Winthrop,	Milton K. Putney,	Revere.
WORCESTER.		
Athol,	Miss Flora E. Kendall,	Athol.
Barre,	Mortimer H. Bowman,	Barre.
Berlin,	George A. Mirick,	Northborough.
Blackstone,	Josiah B. Davis,	Millville.
Bolton,	J. A. Pitman,	West Boylston.
Boylston,	J. A. Pitman,	West Boylston.
Brookfield,	E. W. Howe,	Brookfield.
Clinton,	Charles L. Hunt,	Clinton.
Douglas,	W. W. Brown,	Douglas.
Dudley,	C. S. Lyman,	Oxford.
Fitchburg,	Joseph G. Edgerly,	Fitchburg.
Gardner,	Louis P. Nash,	Gardner.
Grafton,	Stanley H. Holmes,	Grafton.
Hardwick,	Mortimer H. Bowman,	Barre.
Harvard,	J. A. Pitman,	West Boylston.
Holden,	Charles A. Merrill,	Holden.
Hubbardston,	E. J. Edmands,	Baldwinville.
Leicester,	Charles A. Merrill,	Holden.
Leominster,	J. G. Thompson,	Leominster.
Lunenburg,	David P. Locke,	Winchendon.
Mendon,	Miss N. C. George,	Mendon.
Milford,	S. F. Blodgett,	Milford.
Millbury,	C. S. Lyman,	Oxford.
Northborough,	George A. Mirick,	Northborough.
Northbridge,	S. A. Melcher,	Whitinsville.
North Brookfield,	E. W. Howe,	Brookfield.
Oxford,	Charles S. Lyman,	Oxford.
Petersham,	Mortimer H. Bowman,	Barre.
Phillipston,	E. J. Edmands,	Baldwinville.
Princeton,	George H. Knowlton,	Westminster.
Royalston,	E. J. Edmands,	Baldwinville.
Shrewsbury,	George A. Mirick,	Northborough.
Southborough,	George A. Mirick,	Northborough.
Southbridge,	John T. Clarke,	Southbridge.
Spencer,	Wyman C. Fickett,	Spencer.
Sterling,	George H. Knowlton,	Westminster.
Sturbridge,	Edward Dixon,	West Brookfield.
Templeton,	E. J. Edmands,	Baldwinville.
Upton,	Stanley H. Holmes,	Grafton.
Uxbridge,	Charles H. Bates,	Uxbridge.
Warren,	C. A. Brodeur,	Warren.
Webster,	J. I. Buck,	Webster.
Westborough,	T. W. White,	Westborough.
West Boylston,	J. A. Pitman,	West Boylston.
West Brookfield,	Edward Dixon,	West Brookfield.
Westminster,	George H. Knowlton,	Westminster.
Winchendon,	David P. Locke,	Winchendon.
Worcester,	Albert P. Marble,	Worcester.

List of Superintendents for 1893, alphabetically arranged, with their Superintendencies.

Superintendent.	Residence.	Superintendency.
Abbott, William W., .	Sheffield, . . .	Sheffield, Egremont, New Marlborough, Richmond, W. Stockbridge.
Adams, Wendell H., .	Kingston, . . .	Kingston.
Aldrich, George I., .	Newtonville, . . .	Newton.
Baldwin, W. A., . .	Andover, . . .	Andover.
Balliet, Thomas M., .	Springfield, . . .	Springfield.
Barker, Edmund P., .	Ayer, . . .	Ayer, Littleton, Westford.
Barker, Mrs. Susan M., .	Ayer, . . .	Shirley.
Bartlett, Albert L., .	Haverhill, . . .	Haverhill.
Bates, William C., . .	Lawrence, . . .	Lawrence.
Bates, Charles H., . .	Uxbridge, . . .	Uxbridge.
Beckwith, Walter P., .	Adams, . . .	Adams.
Blodgett, S. F., . . .	Milford, . . .	Milford.
Bowman, Mortimer H., .	Barre, . . .	Barre, Hardwick, Petersham.
Boyden, C. F., . . .	Taunton, . . .	Taunton.
Brodeur, C. A., . . .	Warren, . . .	Warren, Wales.
Brown, W. W., . . .	Douglas, . . .	Douglas.
Bruce, O. B., . . .	Lynn, . . .	Lynn.
Buck, J. I., . . .	Webster, . . .	Webster.
Burke, John E., . . .	Marlborough, . . .	Marlborough.
Burton, Charles, . . .	Plymouth, . . .	Plymouth.
Chaffin, W. E., . . .	Dennis (South), . . .	Dennis, Yarmouth.
Chapman, Miss Etta L., .	Fairhaven, . . .	Fairhaven.
Chickering, G. E., . .	Methuen, . . .	Methuen.
Clarke, John T., . . .	Southbridge, . . .	Southbridge.
Cogswell, Francis, . .	Cambridge, . . .	Cambridge.
Collins, O. W., . . .	South Framingham, . . .	Framingham.
Condon, Randall J., . .	Everett, . . .	Everett.
Conley, George H., . .	Boston, . . .	Boston.
Connell, William, . . .	Fall River, . . .	Fall River.
Cooley, J. S., . . .	Townsend, . . .	Townsend, Ashby, Pepperell.
Cox, Edward J., . . .	South Sudbury, . . .	Sudbury.
Curtiss, Elmer L., . .	Hingham, . . .	Hingham, Cohasset, Hull.
Dame, D. P., . . .	Greenfield, . . .	Greenfield.
Danforth, George H., .	Westfield, . . .	Westfield.
Daniels, Charles A., . .	Malden, . . .	Malden.
Daniels, E. D., . . .	Franklin, . . .	Franklin.
Davis, Eben H., . . .	Chelsea, . . .	Chelsea.
Davis, Josiah B., . . .	Millville, . . .	Blackstone.
Day, B. C., . . .	Easthampton, . . .	Easthampton, Southampton, Westhampton.
Dewey, Mrs. Julia M., .	North Adams, . . .	North Adams.
Dixon, Edward, . . .	West Brookfield, . . .	West Brookfield, Acton, Sturbridge.
Dutton, Samuel T., . .	Brookline, . . .	Brookline.
Dwelle, George R., . .	Watertown, . . .	Watertown.
Eaton, William L., . .	Concord, . . .	Concord.
Edgerly, Joseph G., . .	Fitchburg, . . .	Fitchburg.
Edmonds, E. Jasper, . .	Baldwinville, . . .	Hubbardston, Phillipston, Royalston, Templeton.
Edwards, A. M., . . .	Pittsfield, . . .	Pittsfield.
Fearing, Clarence W., .	Provincetown, . . .	Eastham, Harwich, Provincetown, Wellfleet.
Fickett, Wyman C., . .	Spencer, . . .	Spencer.
Fitts, Edward P., . . .	Mansfield, . . .	Mansfield, Sharon, Stoughton.
Freeman, Howard S., . .	Sandwich, . . .	Sandwich, Bourne, Mashpee.
George, Miss N. C., . .	Mendon, . . .	Mendon.
Gifford, John B., . . .	Marblehead, . . .	Marblehead, Manchester.
Goodhue, E. W., . . .	Williamsburg, . . .	Williamsburg, Conway, Sunderland, Whately.
Gulliver, H. P., . . .	Stockbridge, . . .	Stockbridge.
Hall, C. P., . . .	Shelburne Falls, . . .	Shelburne, Colrain, Buckland.

List of Superintendents, etc. — Continued.

Superintendent.	Residence.	Superintendency.
Hall, Isaac Freeman, .	Arlington, . . .	Arlington, Belmont.
Hallett, Samuel W., .	Hyannis, . . .	Barnstable.
Halstead, H. Allen, .	Rockland, . . .	Rockland.
Hatch, William E., .	New Bedford, . . .	New Bedford.
Hine, R. W., . . .	Dedham, . . .	Dedham.
Hobbs, W. E., . . .	North Attleborough,	North Attleborough.
Holmes, Stanley H., .	Grafton, . . .	Grafton, Upton.
Hopkins, Mrs. Louisa P.,	Boston, . . .	Boston.
Horne, I. H., . . .	Braintree, . . .	Braintree.
Howe, E. W., . . .	Brookfield, . . .	Brookfield, North Brookfield.
Humphrey, Charles, .	Pelham, . . .	Pelham.
Hunt, Charles L., . .	Clinton, . . .	Clinton.
Hunt, Ephraim, . . .	Medford, . . .	Medford, Winchester.
Hussey, Charles E., .	Wakefield, . . .	Wakefield, Reading.
Ingalls, Earl, . . .	Cheshire, . . .	Dalton, Cheshire, Lanesborough.
Jacoby, Asher J., . .	Middleborough, .	Middleborough.
Jefferson, Mark S. W.,	Lexington, . . .	Lexington.
Kendall, Miss Flora E.,	Athol, . . .	Athol.
Kirtland, Edwin L., .	Holyoke, . . .	Holyoke.
Kneeland, John, . . .	Boston, . . .	Boston.
Knowlton, George H., .	Westminster, . .	Westminster, Princeton, Sterling.
Knowlton, Junius C., .	Tewksbury, . . .	Tewksbury, Dracut, North Reading, Tyngsborough.
Lewis, Alvan R., . . .	Ashland, . . .	Ashland, Hopkinton.
Locke, David P., . . .	Winchendon, . .	Winchendon, Lunenburg.
Lull, H. W., . . .	Quincy, . . .	Quincy.
Lunt, William P., . .	Newburyport, . .	Newburyport.
Lyman, Charles S., . .	Oxford, . . .	Oxford, Dudley, Millbury.
Maglathlin, Edward B.,	North Easton, . .	Easton.
Marble, Albert P., . .	Worcester, . . .	Worcester.
Martin, George H., . .	Boston, . . .	Boston.
Mason, Miss Lizzie A.,	Orange, . . .	Orange, Erving, Wendell.
McKeen, Roscoe D., . .	East Bridgewater, .	East Bridgewater, West Bridgewater, Raynham.
McKenney, Louis T., . .	Bedford, . . .	Bedford, Billerica, Burlington, Carlisle, Lincoln, Wilmington.
Melcher, S. A., . . .	Whitinsville, . .	Northbridge.
Merrill, Charles A., . .	Holden, . . .	Holden, Leicester.
Metcalf, Robert C., . .	Boston, . . .	Boston.
Mirick, George A., . .	Northborough, . .	Northborough, Berlin, Shrewsbury, Southborough.
Morss, C. H., . . .	Milton, . . .	Milton.
Moulton, J. S., . . .	Stow, . . .	Stow.
Mowry, William A., . .	Salem, . . .	Salem.
Myers, Hiram, . . .	Orleans, . . .	Orleans.
Nash, Louis P., . . .	Gardner, . . .	Gardner.
Norcross, I. M., . . .	East Weymouth, .	Weymouth.
O'Brien, Maurice J., .	Norwood, . . .	Norwood.
Parkinson, William D.,	Amherst, . . .	Amherst.
Parlin, Frank E., . . .	Natick, . . .	Natick, Needham.
Pease, Alvin F., . . .	Northampton, . .	Northampton.
Perkins, James S., . .	Canton, . . .	Canton.
Perkins, R. Hamilton, .	Chicopee, . . .	Chicopee.
Perrin, Marshall, . . .	Wellesley, . . .	Wellesley.
Peterson, Ellis, . . .	Boston, . . .	Boston.
Pitman, J. A., . . .	West Boylston, . .	West Boylston, Bolton, Boylston, Harvard.
Poland, Miss Mary L., .	Wilbraham, . . .	Wilbraham, Hampden, Longmeadow, Ludlow.
Potter, J. R., . . .	Walpole, . . .	Walpole, Foxborough, Norfolk.
Pratt, Louis A., . . .	Chester, . . .	Chester, Becket, Middlefield, Washington.
Proctor, Mrs. J. E., . .	Warwick, . . .	Warwick.
Putney, Freeman, . . .	Gloucester, . . .	Gloucester.

List of Superintendents, etc. — Concluded.

Superintendent.	Residence.	Superintendency.
Putney, Milton K., . . .	Revere, . . .	Revere, Winthrop.
Richardson, Frank B., . .	Woburn, . . .	Woburn.
Robinson, B. F., . . .	Melrose, . . .	Melrose.
Russell, B. B., . . .	Brockton, . . .	Brockton.
Safford, A. L., . . .	Beverly, . . .	Beverly.
Sanborn, N. W., . . .	Bellingham, . . .	Bellingham.
Sanderson, W. H., . . .	Bridgewater, . . .	Bridgewater, Abington.
Sears, Joseph E., . . .	Dighton, . . .	Dighton.
Seaver, Edwin P., . . .	Boston, . . .	Boston.
Sherman, A. S., . . .	Plympton, . . .	Plympton.
Small, W. H., . . .	Palmer, . . .	Palmer.
Snow, George J., . . .	Chelmsford, . . .	Chelmsford.
Stevens, C. E., . . .	West Springfield, . . .	West Springfield.
Stevens, F. J., . . .	Boxford, . . .	Boxford.
Southworth, Gordon A., . .	Somerville, . . .	Somerville.
Tenney, Fred C., . . .	Holliston, . . .	Holliston, Medway, Millis.
Thomas, J. T., . . .	Halifax, . . .	Halifax.
Thompson, John G., . . .	Leominster, . . .	Leominster.
Thurston, E. M., . . .	Swansea, . . .	Swansea.
Tiffany, J. O., . . .	Attleborough, . . .	Attleborough.
Walker, F. Arthur, . . .	Falmouth, . . .	Falmouth.
Watson, Edwin H., . . .	Marshfield Hill, . . .	Duxbury, Marshfield, Scituate.
Wheeler, U. G., . . .	Mittineague, . . .	Agawam, Granville, Southwick.
Whitcomb, Arthur K., . . .	Lowell, . . .	Lowell.
White, T. W., . . .	Westborough, . . .	Westborough.
Whittemore, Henry, . . .	Waltham, . . .	Waltham.
Williams, Henry H., . . .	Maynard, . . .	Maynard.
Wood, Miss Clara A., . . .	Monson, . . .	Monson, Brimfield.
Wood, Frank T., . . .	Prescott, . . .	Prescott.
Wood, Miss M. A., . . .	Rockport, . . .	Rockport.

Normal Schools.

	STATISTICS FOR THE YEAR 1892-93.	
	Number of Students.	Number of Graduates.
Bridgewater,	272	95
Framingham,	147	29
Salem,	201	57
Westfield,	155	27
Worcester,	187	37
Normal Art School,	228	21
	1,190	266

EDUCATIONAL PROGRESS.

Within the last seventeen years the old school district system has been abolished and the town system established in its place ; free text-books and supplies have been provided for all the

children who attend the public schools; a law providing aid for the small towns to enable them to supply themselves with skilled school superintendence has been enacted; parental schools, for truant children have been established for nearly every county in the State; four new normal-school houses, at a cost of \$150,000 each, have been erected, and money for the fifth has already been appropriated; the normal schools have been reorganized, and model schools have been incorporated into their means of professional instruction; the State teachers' institutes have been reorganized with special reference to illustrating the principles and method of instruction and advanced ideas in new topics of study; the institutes have been increased in number until this year twenty-nine have been held, with an attendance of over twenty-eight hundred teachers; school committee and school superintendent institutes, a new institution, have been held in sixteen districts of the State, having for their objects a discussion of the duties of school committees and the authority that should be delegated by them to the superintendents, their agents; the country towns have been led to unite their small schools into larger ones, thus greatly increasing their efficiency and diminishing the cost of their support; the number of agents of the Board of Education has been increased from two to six; a State agent with an assistant for the introduction and supervision of industrial drawing in the schools has been appointed; the State school fund has been increased by over one million and a half of dollars, and that part of the income distributed to the towns has been withdrawn from the larger towns and limited to towns whose taxable property does not exceed three millions of dollars; a course of studies for the elementary schools has been constructed and distributed to the schools of the State that is in harmony with the most approved ideas on elementary instruction; the tenure of office of public school teachers has been secured; seventeen annual reports have been written that were designed to give a full account of the condition of the public schools, to illustrate as far as possible the principles and methods of public instruction, and to encourage the public school teachers of the Commonwealth to a thoughtful study of their work, that the best educational results may be produced in training the children considering as ends in themselves or as citizens of the State.

Our public educational institutions are still imperfect, and they always will be. The conditions under which they must be organized and their affairs administered present many problems not easily solved. It is, however, the concurrent opinion of those best able to judge that relatively Massachusetts, in the organization of her system of public schools, in her methods of public instruction, and in the generous and enthusiastic school spirit that now everywhere prevails, still holds her high place as a successful educator of the people. This place she will continue to occupy as long as those in authority are wise enough to allow educators to contrive and apply the means of public education, encouraged by the feeling of safety and appreciation which an intelligent confidence and sympathy have a tendency to produce, and without which no good permanent results will ever be accomplished.

JOHN W. DICKINSON,

Secretary, Board of Education.

DEC. 30, 1893.



FINANCIAL STATEMENT.

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION.

Dr.

APPROPRIATION FOR SUPPORT OF NORMAL SCHOOLS.

Cr.

1893.		1893.	Appropriation, chapter 43, Acts of 1893,	Appropriation by chapter 329, Acts of 1893,	
	Bridgewater Normal School:—				
	Salary of principal,	\$3,000 00			\$106,274 00
	Salaries of assistants,	15,136 68			
	Janitor,	635 00			
	Repairs,	1,060 89			500 00
	Watchman,	600 00			
	Fuel,	1,209 78			
	Printing,	163 10			
	Advertising,	125 50			
	Apparatus,	166 02			
	Model school,	2,817 26			
	Clerk,	600 00			
	Engineer,	700 00			
	Boarding hall, repairs and furniture,	3,264 15			
	Laboratory,	81 55			
	Water,	17 79			
	Books,	1,066 28			
			\$30,644 00		
	Framingham Normal School:—				
	Salary of principal,	\$3,000 00			
	Salaries of assistants,	11,492 04			
	Janitor,	840 00			
	Repairs,	1,713 10			
	Fuel,	1,377 73			
	Printing,	79 01			
	Apparatus,	138 26			
	Drawing models,	105 06			
	Books,	134 15			

Advertising,	131 38			
Light,	113 74			
Water,	21 42			
Stationery,	24 60			
Watchman,	811 00			
Telephone,	90 65			
Clerk,	700 00			
Boarding hall expenses,	387 22			
		\$21,159 36		
Salem Normal School: —				
Salary of principal,	\$3,000 00			
Salaries of assistants,	10,253 72			
Janitor,	600 00			
Repairs,	304 64			
Fuel,	495 00			
Stationery,	142 27			
Books,	273 37			
Advertising,	16 98			
Drawing models,	97 45			
Printing,	56 00			
Water,	50 00			
Gas,	42 08			
Apparatus,	177 37			
Lectures,	40 00			
Ice,	16 80			
Architect,	140 00			
		\$15,705 68		
Westfield Normal School: —				
Salary of principal,	\$3,000 00			
Salaries of assistants,	11,666 53			
		\$14,666 53		
<i>Amounts carried forward,</i>			\$67,509 04	
				<i>Amount carried forward,</i>
				\$106,774 00

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.

DR. APPROPRIATION FOR SUPPORT OF NORMAL SCHOOLS — *Concluded.* CR.

1893.		\$14,666 53	\$67,509 04	1893.	Amount brought forward, .	\$106,774 00
	<i>Amounts brought forward, .</i>					
	Westfield Normal School. — Con.					
	Janitor,	800 02				
	Repairs,	1,712 21				
	Watchman,	446 32				
	Stationery,	174 56				
	Apparatus,	422 80				
	Fuel,	680 64				
	Advertising,	85 51				
	Gas,	6 80				
	Binding,	16 40				
	Printing,	74 00				
	Water,	200 00				
	Books,	883 64				
	Boarding hall,	1,768 49				
	Type-writer,	100 00				
	Lectures,	20 00				
	Music,	16 00				
			\$22,073 92			
	Worcester Normal School: —					
	Salary of principal,	\$3,000 00				
	Salaries of assistants,	9,113 28				
	Janitor,	600 00				
	Repairs,	1,535 30				
	Fuel,	829 99				
	Stationery,	459 95				
	Binding,	2 50				
	Printing,	426 93				
	Advertising,	51 25				

Ice,	36 65		
Telephone,	48 17		
Water,	66 70		
Apparatus,	115 70		
Books,	547 28		
Piano,	303 00		
Music,	61 80		
	<hr/>		
	\$17,198 50		
	<hr/>		
	\$106,781 46		
		Deficit,	\$7 46
			<hr/>
			\$106,781 46

APPROPRIATION FOR NORMAL ART SCHOOL.

1893.		1893.	Appropriated by chapter 43, Acts of 1893,	\$18,000 00
Salary of principal,	\$3,000 00			
Salaries of assistants,	12,635 20			
Janitor,	1,100 04			
Repairs,	49 76			
Fuel,	1,013 85			
Electric lights,	75 23			
Gas,	50 22			
Water,	49 00			
	<hr/>			
	.			
		\$17,973 30		
		<hr/>		
		26 70		
		<hr/>		
		\$18,000 00		
Dec. 31, Balance unexpended,				<hr/>
				\$18,000 00

FINANCIAL STATEMENT OF THE BOARD OF EDUCATION — CONTINUED.
APPROPRIATION FOR AID TO NORMAL PUPILS.

CR.

DR.

1893.	1893.	1893.	Appropriated by chapter 43, Acts of 1893,	\$4,000 00
June 16,	Amount paid : —			
	Bridgewater school,	\$361 29		
	Frammingham school,	193 55		
	Salem school,	387 09		
	Westfield school,	929 04		
	Worcester school,	129 03		
		\$2,000 00		
		\$2,000 00		
Dec 31,	Balance unexpended,			\$4,000 00

APPROPRIATION FOR AGENTS OF THE BOARD.

1893.	1893.	1893.	Appropriated by chapter 43, Acts of 1893,	\$19,650 00
1893.				
	George A. Walton, salary,	\$2,500 00		
	George A. Walton, expenses,	407 25		
	John T. Prince, salary,	2,500 00		
	John T. Prince, expenses,	279 01		
	Andrew W. Edson, salary,	2,500 00		
	Andrew W. Edson, expenses,	461 82		
	G. T. Fletcher, salary,	2,500 00		
	G. T. Fletcher, expenses,	527 34		
	Henry T. Bailey, salary,	2,500 00		
	Henry T. Bailey, expenses,	465 93		
	James W. MacDonald, salary,	2,500 00		
	James W. MacDonald, expenses,	313 96		
	L. Walter Sargent, salary,	1,500 00		
	L. Walter Sargent, expenses,	426 30		
		\$19,371 61		
		278 39		
Dec. 31,	Balance unexpended,			\$19,650 00

APPROPRIATION FOR TEACHERS' INSTITUTES.

1893.	Expended for instructors and expenses of institutes at Amesbury, Athol, Belchertown, Cummington, Danvers, Fairhaven, Hamilton, Harwich, Holden, Holliston, Holyoke, Lawrence, Leominster, Lowell, Marshfield, Melrose, Millbury, North Adams, Northampton, Orange, Pittsfield, Russell, Stoughton, Sudbury, Swansea, Wellesley, West Springfield, Winchendon, Wrentham, . . .		1893.	Appropriated by chapter 43, Acts of 1893,	\$2,000 00
Dec. 31,	Balance unexpended, . . .	\$1,997 42 2 58			\$2,000 00

APPROPRIATION FOR INCIDENTAL EXPENSES.

1893.	School registers and printing, . . Clerical expenses and messenger, Stationery and postage, . . . Type-writer and expressage, . .	\$435 11 784 40 302 08 238 62	1893.	Appropriated by chapter 43, Acts of 1893,	\$1,800 00
Dec. 31,	Balance unexpended, . . .	. . . \$1,760 21 39 79			\$1,800 00

APPENDICES.



A.

REPORT OF GEORGE A. WALTON,

AGENT OF THE BOARD.

TEACHERS AND TEACHING.

REPORT.

To the Board of Education.

My time for the year now closing was spent in general as in recent years. The first three and the last two months were divided between work in the office of the secretary of the Board and visits to the towns, principally to those in Barnstable and Middlesex counties. A portion of this time, with the remaining months of the year, was given to school inspection, to addressing teachers, parents and citizens, to arranging for and conducting teachers' institutes and school committee and superintendent meetings, to giving instruction in these, and to attending the various other associations of teachers.

SCHOOL INSPECTION.

The inspection extended, as usual, to the means and causes which make good schools, as the buildings, their location, construction, arrangement and furnishings; the administration of the schools, including the sanitation, the management and instruction.

In the towns visited nothing is more noticeable than the good school spirit which prevails. What is written in the papers is read by the people; they form judgments and freely express their opinions concerning school management, and this they do with greater intelligence year by year. They are anxious to discover and secure for their children the best instruction and for the schools the most efficient supervision. They cheerfully acquiesce in changes in the course of studies and readily sanction expenditures for apparatus and other means calculated to improve the teaching.

Buildings. — The liberal expenditure in the past few years for the erection of new school buildings, and for permanent alterations and improvements in old ones, is perhaps the best evidence of the liberal spirit with which the schools are fostered.

The Legislature of 1888 enacted a law which enlarged the powers of the inspectors' department of the district police and increased the force itself. Since that time especially there has been an awakened interest in providing school buildings of the most approved patterns as regards convenience, sanitary arrangements and adaptation to school purposes. The money expended on new buildings in Middlesex County during the past three years was more than three-fold the expenditure for the three years previous to 1888, and the average was three-fold that for the ten years prior to 1888. The amount expended in this county during the past three years was \$1,242,546, against \$393,026 for the three years from 1886 to 1888, inclusive, and against an average of \$146,407 for the ten years from 1881 to 1890, inclusive.

The people seek for these buildings locations open to the sunlight, free from dampness and away from the neighborhood of disturbing influences. The architects are alert to meet the demand for safety in construction, and for proper sanitary provisions, as plumbing, lighting, heating and ventilation. It must be felt by all thoughtful persons that the inspection department of the district police has fully vindicated the wisdom of its enlarged powers, and that the law of 1888 has, through this department, exerted a most healthful educational influence both within and without the schools. Before they can be executed, all plans for new school-houses must, under the law, be submitted to the inspectors for their approval, and though an appeal which prevents the carrying out of their recommendations is in some instances made to local boards, most of the buildings recently erected are models of taste and convenience, while as abodes of children and youth all are a vast improvement over those erected prior to the advent of the inspectors. The defect most common seems to be in lighting, a defect not by any means general.

The following table shows some of the buildings that have been recently constructed or improved in the cities and towns of Middlesex County. The list may be useful for reference. It is not claimed to be absolutely accurate. Some of the details are as reported by local officials; some are from memoranda made at the time of my visits; others are from records and estimates of the inspectors of buildings.

School-houses of Recent Construction in Middlesex County.

TOWN AND SCHOOL.	Number of Rooms.	Material.	Cost.
Acton — West,	9 ¹	Wood.	\$4,400
Arlington — High School,	11	Brick.	70,000
Ashland — High School,	3	Wood.	12,000
Ayer — West,	4	Wood.	12,000
Bedford — Centre,	4	Wood.	13,000
Belmont — Centre Intermediate,	11	Brick.	17,000
Waverly,	2 ¹	Brick.	9,000
Billerica — Asa Pollard,	4	Wood.	9,000
Cambridge — Parker, Broadway,	6	Brick.	24,600 ²
English High,	11	Brick.	238,000 ²
Morse,	14 ³	Brick.	80,000 ²
Peabody,	6	Brick.	34,000 ²
Putnam,	13 ³	Brick.	68,300 ²
Wellington,	13	Brick.	50,800 ²
Concord — High School,	6	Brick.	18,000
Dracut — Collinsville,	4	Wood.	11,000
Parker,	4	Wood.	8,800
Everett — Beecham Street,	4	Wood.	12,500
Broadway,	9	Brick.	30,000
Devens,	9	Wood.	16,500
Glendale,	9 ¹	Wood.	17,000
High School,	13	Brick.	70,000
Locust Street,	9	Wood.	22,000
Framingham — High School,	— ¹	Wood.	15,000
Hollis,	4	Wood.	16,000
Lokerville,	3	Wood.	—

¹ Alterations.² With land.³ Hall additional.

School-houses of Recent Construction, etc. — Continued.

TOWN AND SCHOOL.	Number of Rooms.	Material.	Cost.
Hudson —			
Myrtle Avenue Grammar, . . .	4	Brick.	\$18,000
Lexington —			
Union (Centre),	8	Brick.	60,000
Lowell —			
Butler Annex,	4	Brick.	25,000 ¹
Cabot Street,	4	Brick.	23,415 ¹
Chelmsford,	8	Brick.	60,000 ¹
Cross Street,	4	Brick.	23,868
High School,	20 ²	Brick.	199,276
Highland,	4	Brick.	22,087
Moody,	12 ³	Brick.	81,734
Oakland,	4	Wood.	12,040
Training, ⁴	7	Wood.	29,383
Charles Street, ⁴	4	Wood.	20,105
Eliot, ⁴	4	Brick.	28,042
Malden —			
Ward 1, Belmont,	8	Brick.	33,120
Ward 6, Cherry Street,	6	Wood.	19,125
Ward 5, Faulkner,	12	Brick.	49,950
Ward 7, Franklin,	4	Wood.	12,966
Marlborough —			
Bolton Street,	2	—	3,000
Maynard —			
Union,	12 ³	Wood.	30,000
Medford —			
Hervey,	2	Wood.	13,000
High,	3 ²	Wood. ⁵	25,000
Washington,	6 ³	Brick.	65,000
Melrose —			
Gooch,	8	—	18,500
High,	— ⁵	Wood.	6,000
Highland, ²	4	Wood.	13,000
Mary A. Livermore,	4	Brick.	17,000
Upham Hill,	4	Wood.	10,000
Grove Street,	8 ⁵	Wood.	11,000
Newton —			
Clafin,	6	Brick.	32,000
Waban,	4	Wood.	16,000
Pepperell —			
Centre,	2	Wood.	—
East Pepperell,	4	Brick.	—

¹ Not finished.² Including hall and laboratories.³ Hall additional.⁴ Finished in 1889.⁵ Alterations.

School-houses of Recent Construction, etc. — Concluded.

TOWN AND SCHOOL.	Number of Rooms.	Material.	Cost.
Somerville —			
Beacon Street, ¹	—	—	—
Bingham,	8 ²	Brick.	\$23,270
Charles G. Pope,	12	Brick.	49,315
Glines (E. Somerville),	8	Brick.	39,026
Highland,	12	Brick.	47,000
Morse,	12	Brick.	55,000
O. S. Knapp,	8	Brick.	34,297
Stoneham —			
Centre Grammar,	6 ²	Wood.	5,000
Sudbury —			
Centre,	4	Wood.	8,627
Tewksbury —			
High School,	4 ³	Wood.	13,000
Tyngsborough —			
Centre	4	Wood.	5,000
Wakefield —			
Lincoln,	10	Brick.	58,000
Waltham —			
Roberts Station,	2	Wood.	10,000
Winchester —			
Gifford,	4	Wood.	10,000
Rumford,	4	Wood.	10,000
Woburn —			
Highland,	4	Wood.	14,000
Wyman,	4	Brick.	26,000

¹ Not built.² Alterations.³ Hall additional.

There have been built recently several commodious and well-appointed school-houses in Barnstable County, one in Provincetown, a four-room building of wood, costing \$14,239 ; another in Orleans, where all the schools of the town are gathered in one building, reconstructed and enlarged so as to give four school-rooms, with two recitation rooms, the whole expense for reconstruction being \$7,250 ; the building is of wood. A \$3,000 two-room building has been located in West Falmouth, and one of three rooms was last year built in the town of Mashpee, the cost \$2,837 ; these are both of wood.

Truant Schools. — The means for the restraint, discipline and instruction of truant children are now furnished by the establishment of county truant schools. A majority of the counties are now provided with them. There is a school located in Chelmsford, near Lowell, to which this class of children in Middlesex County will hereafter be committed. The building is of brick, and with the land cost about \$50,000; it is nearly ready for occupancy.

The county of Barnstable is still without the necessary accommodations for her truant children. A provision of law permits her to send truants to the school established at Walpole, in Norfolk County. There is room in the school, and more than three towns in Barnstable, the number required by law, have petitioned the county commissioners to assign this as their county truant school or make other provision; but the children are still wandering about the streets, without lawful occupation, and growing up in ignorance. The number is not large in any one town, but in the aggregate it is considerable, and is likely to increase if the indifference and inactivity of the county commissioners continue.

An obstacle in the way of the proper enforcement of the law is the tax it imposes upon the towns. The expense to the town of maintaining a child in a county truant school is \$2 per week. If this could be borne by the State or wholly by the county one motive for permitting the truant children to go without restraint would be removed. The local truant officers would doubtless, under these circumstances, evince less apathy when order-loving citizens make their appeals to have the children kept from lawlessness and from going to swell the criminal class.

The responsibility for neglecting to comply with the law and providing a place for truants after towns have petitioned rests entirely with the county commissioners; they have no option in the case. The responsibility for the arrest of truants, when such place exists, abides with the truant officers. The good order of society and the formation of habits of punctuality and fidelity in the children and youth, soon to take their places in society, depend largely upon the faithfulness of these officials in the discharge of their respective duties.

School Superintendents. — The laws which make provision for the employment of superintendents to aid the school com-

mittees in the supervision of the schools are deemed the most important school legislation enacted since that of 1841 which permanently established the normal schools as State institutions. The law of 1888 provided a means by which such agents could be secured to the small towns. The wisdom shown in devising this law and the liberality with which it was enacted, and by which its scope was subsequently extended, cannot be too highly commended.

The benefits anticipated to the small towns from the recent enactments are everywhere apparent. Teachers are more diligent in studying the true method of teaching and in inventing devices for school work. As a result the children experience greater delight in pursuing their studies and show an increased interest in all that pertains to the school. This is evident from observation in the schools, and is shown by the ratios of the total and average attendance, which have everywhere increased. Another result, and one far more significant, is the universal demand now made throughout the State for trained teachers.

The high esteem in which the recent enactment is held is shown in the extent of the application of the superintendent laws throughout the State. Under these laws twelve out of fifteen of the Barnstable County towns and forty-six out of fifty-four of the Middlesex towns are employing superintendents. These towns contain 87 per cent. of all the children attending the public schools in the county of Barnstable, 95.9 per cent. of those in Middlesex. The ratio for the entire State now reaches 88.7 per cent. Towns in Middlesex County first uniting during the present year to employ superintendents are Ashby, Reading, Townsend, Wakefield and Westford. Yarmouth, in Barnstable County, formed a union with Dennis, taking the place of Chatham.

The law of 1888 is somewhat restricted in its operation by reason of the difficulty of finding towns that can advantageously unite. Boxborough and Dunstable, for example, in Middlesex County, have voted to unite with other towns for the purpose of employing a superintendent, but to the present time they are unable to effect a union with any other towns. Aside from these two, there are in this county but two towns whose valuation permits them to avail themselves of the provisions of the law that are not under superintendents.

It is desirable that authority be given to some one to adjust districts so that provision may be made for this form of supervision for all towns. Possibly the law could be amended so as to allow proportionate aid to small towns which could unite with large towns employing superintendents under the earlier laws. This would afford relief in some instances.

Teaching and Teachers. — Personal observations covering a series of years justify the assertion that there is progress in school teaching; that this progress in some essential particulars is general and well-nigh universal; that in many instances the progress is fully equal to the progress in material interests. But it is no less true that in the schools as a whole there is a sad loss experienced from the want of knowledge of the principles of teaching and of skill in applying them, and this is but a repetition of a truth which has been again and again reported by the agents of the Board. This is not said in disparagement of the large number of excellent teachers who have acquired the requisite knowledge and skill while in the practice of teaching.

The introduction into the schools of superintendents, many of whom have had much experience and a large measure of success in teaching, has served to emphasize the need of a more competent teaching force. The conviction of this need has led to the establishment of schools and classes in many of the cities and large towns for training teachers.

It is a significant fact bearing upon the superintendent question and upon that under consideration that the number of teachers without experience admitted to the schools under superintendents is comparatively small, and becomes less as superintendents gain the confidence of committees. In Middlesex County, 52 towns, employing 2,212 teachers, have but 72 who during the year have entered the schools without previous experience; this is about $3\frac{1}{4}$ per cent. Owing to conditions over which superintendents have but little control, the percentage in Barnstable is considerably greater.

One superintendent, unable to secure competent teachers in his own locality, has introduced into his district during the year seven teachers from the State of Maine.

What has been done through the diligence and devotion of the superintendents in the schools and in teachers' meetings, and

especially through training schools, has shown to committees and parents the great gain it would be to have all teachers enter the schools with previous professional training, so that the conviction of the need of a supply of competent teachers is not confined to educational people. It has recently been expressed in petitions for additional normal schools, these coming from all parts of the State, one from each of the counties of Barnstable and Middlesex. Not less than ten cities and towns ask to be favored with the location, while many others in their vicinity unite in urging such school as a necessity for supplying their own schools with trained teachers. A recent hearing before the Board of Education on the question of establishing additional normal schools brought to the State House a gathering of representatives of the towns petitioning. These included the mayors of two leading cities, with the heads of all the civic departments, superintendents and school committees of cities and towns, the presidents of Boards of Trade and other citizens. The hearing was remarkable for the large numbers in attendance, but more so for the uniform and fervid claim made for professionally trained teachers. The time has arrived when such only will meet the popular demand.

Normal schools have been maintained as a part of our educational system for over fifty years; aside from the cost of the plant their annual cost exceeds \$100,000. The maintenance of normal schools for this long period of time and at this large public cost fully commits the State to the theory that teachers need professional training. And yet only about 31 per cent. of the teachers at present engaged in keeping the public schools are graduates of normal schools.

Having pursued for this long period of time the policy of educating her teachers, upon what principle is the State justified in permitting seven-tenths of the schools to be kept by teachers without training? If the few need this training, do not the many? Or, again, where is the justice of the State's bestowing upon three-tenths of the schools the benefits of an outlay for which all the citizens are taxed, and practically excluding the other seven-tenths of the schools from any direct participation in these benefits? Our compulsory law requiring school attendance is defended on the ground that the citizen who is taxed for educating the children will directly or

indirectly reap the benefit of the education provided ; hence he rightfully demands that the children attend the schools and there receive their education. Are not the cases parallel? Does not the State's right to supply at public expense a few schools with professionally trained teachers obligate her to supply them for all? And does it not follow that the provisions for educating the teachers of the State have fallen far behind the demand made by the policy which the State herself has for these years maintained? Is it not, indeed, incumbent upon her not only to provide a supply of trained teachers, but to insist that only those be employed who are first proved by previous training and experience to be qualified to teach?

At a recent meeting held in Boston, the superintendents of New England, impressed with the necessity for trained teachers, and realizing the inadequacy of the supply coming from the normal schools and of the training schools to give the required professional training, submitted a question upon which, as chairman of a committee, it devolved upon me to prepare the following report, which is here embodied as indicating how the means at hand may be made most efficient, also what additional means are required to provide trained teachers for all the schools :—

REPORT UPON THE QUESTION : HOW MAY CITIES AND TOWNS ESTABLISH A SYSTEM OF TRAINING SCHOOLS TO SUPPLEMENT THE WORK OF THE STATE NORMAL SCHOOLS?

It is not necessary to show that the normal schools need such supplementing ; this is assumed in the proposed question.

It is not possible to overestimate the good work doing by the normal schools. They faithfully instruct in the principles and method of teaching ; these they carefully apply to the several branches. Your committee believe the normal graduate enters upon his work with the greatest advantage as the result of his normal course ; in fact, that for any one to attempt to teach without previous knowledge of the principles of teaching presumes waste and loss to both teacher and taught. They believe the normal schools have made the conviction among educators quite universal that teaching without professional training is what quackery is to the profession of medicine. But continuing the illustration, they believe that to teach, the pedagogical student requires training analogous to what the medical student receives in the hospital, the laboratory and the dissecting

room. By this alone is he able to discover the truths he has been taught, and such discovery requires a much more prolonged practice than the normal schools have hitherto provided.

The schools now recognize the defect and are trying to remedy it, but to meet the demand for trained teachers which now exists they do not go far enough or fast enough.

Hence the establishment of training schools. The training schools are practice schools. They are not competent to give a professional outfit for teaching. They lack the extended pedagogical study and professional associations of the normal schools. In some instances they exist solely for the purpose of keeping raw recruits out of the ranks till they can learn to mark time.

The training schools multiply as superintendencies increase and get established under the very eaves of the normal schools themselves. They are a short cut to employment, and for immediate success in getting a school and in getting at work they are thought by many to have the advantage of the normal schools. There are twenty or more of them in New England and they have come to stay. Here, then, are two schools for qualifying teachers, both defective, and each strong where the other is weak. Hence the two are natural complements of each other.

That the training school may supplement the normal school the former must be made the practice school of the latter. The training schools which now exist should be joined with the normal schools and others should be established sufficient in number to afford to every normal student an opportunity for ample, independent practice under expert supervision before he receives a position as a professional teacher. That is, cities and towns should be induced to admit normal students to practice in schools organized to meet this special need.

The Wellington school in Cambridge, Mass., in essential respects meets the demand for a practice school and thus supplements the normal school. Some of the conditions of this training school are as follows:—

1. A normal school course or an equivalent is required for admission to the training class.
2. Nearly all the classes in the training school are put in charge of teachers in training and taught by them.
3. A nominal sum is paid to the trainers for services during the term of their practice, one year.
4. The school, which numbers 750 pupils, includes the several grades between the kindergarten and the high school.
5. The school is under the charge of a master, aided by four or more assistants. These teachers are supervisors; they have no special class-room, but are responsible for the work in all the grades.

The training school is not, however, directly tributary to any normal school course, nor subject to normal school supervision. It simply affords graduates of normal schools, while gaining experience, an opportunity to practice under conditions favorable to themselves and not detrimental, indeed advantageous, to the children and the city.

The New Britain, Conn., normal and training school, with its practice schools at South Manchester and Bristol, is an example of a more intimate relation between the State normal school and a supplementary training school.

1. This normal school has a membership, May, 1893, of 325.

2. Definite courses of study are prescribed, but no limit of time is fixed for their completion. When completed the student receives a certificate to this effect; not until he has passed the State examination and proved by practice his ability to teach is he awarded a diploma.

3. The entrance examinations are easy; the conditions for continuing to graduation are exacting. Out of an entering class of 170 in September, 1892, 30 had become discouraged and left before May following; others renewed their courage and repeated the course.

4. Immediately connected with the normal school is a model and observation school which has an attendance of four or five hundred pupils of primary, grammar and high school grades, with a large kindergarten.

5. The kindergarten and model school are conducted by skilled and experienced teachers. The principal of each is an expert in her department.

6. For the first year of the normal school course the students are employed in reviewing their common school studies; during the first and second years, method in teaching is illustrated by the principal and the model school teachers, in the presence of the normal students; a discussion of the underlying principles follows.

7. During the second year daily visits are made to the rooms of the model school; these, too, are followed by descriptions and discussions. The students also give trial lessons in presence of the principal and model teachers, using model classes, all exercises being subject to criticism.

8. When the student shows tact and teaching ability he is allowed to assist in certain lines of work in the model school.

9. All the normal teaching is illustrated by concrete examples with model school classes.

10. With this preparation, selected students are put to independent teaching under skilled supervision.

- (1.) For the purpose, all the children of South Manchester, eighteen miles away, form a practice or supplementary training school.

Here there are about 900 pupils, comprising all grades, massed in one building.

(2.) The school is under the supervision of the principal of the normal school, assisted by the principal of this supplementary training school and five or six assistants, one of whom is a kindergartner, one the teacher of a model room, one a critic teacher, the others teachers of specialties.

(3.) All are selected or approved by the normal principal.

(4.) The school rooms have seats for from twenty to thirty pupils. Each is in charge of an advanced normal student, who, unless found incompetent, teaches and manages the class five months. For the service she receives no pay. The salaries of the supervising teachers are liberal and paid by the town or school district.

It would certainly not be difficult to form a plan which would make it an object for any city or town to constitute her schools, a portion or all of them, training schools to receive normally trained students for such supplementary practice.

The obstacle most difficult to overcome would doubtless be found in one of the motives for establishing the training schools, which is to get "home talent" to teaching without the time and expense necessary to attend a normal school. However unworthy this motive, and however detrimental the results to the schools, the obstacle can be removed only by an enlightened public sentiment which considers, demands and secures what is for the best good of the children.

Another objection, not so difficult to overcome, is "The parents do not want their children practiced upon." This is absurd when it comes from a city or town having a training school which receives students direct from its own high school. Compare the teaching acquirements of such with those of a class that has been two years training in a normal school, or compare these normal students with wholly untrained teachers that annually enter our schools in large numbers, — and for what else, pray, but to practice upon children?

It is not necessary to answer such objections; good practice schools rank among the best of schools. There is no valid objection on this score. The Wellington school is in every way the equal of other schools in Cambridge or elsewhere; equal in results and in popular favor. And this is a sample of many.

A recent visit by the writer to the South Manchester practice schools showed that the teaching by forty persons new to the children within two weeks was as satisfactory, to say the least, as one would find in any town of an equal number of schools under average good teachers. It only remains for all normal and training schools to effect a similar union to that of the New Britain normal school with its training schools to give the practice needed to supplement the State normal schools.

Aided by the concrete examples cited, your committee would briefly state some of the conditions for effecting such a union.

I. Regarding the Normal Schools.

1. A loose form of grading of the normal students should be allowed so that each individual could receive a diploma when, and only when, he had fully and satisfactorily completed the course of studies and shown by actual practice that he is capable of teaching and managing a school.

2. A high standard of qualifications for admission should be required, but more especially should the rule be observed for dropping unpromising students.

3. An essential adjunct of the normal school, within its own precincts and independent of the practice school, is a model and observation school consisting of all grades, including the kindergarten and high school, every grade and class being in charge of a skilled permanent teacher.

4. The model school is to be used by the teachers and students of the normal school for illustrative purposes; under favoring conditions the normal students to assist in it and have charge of classes.

5. The normal students should in their daily work use classes of the normal school as a practice school.

6. The principal of the normal school must have an abiding conviction of the need the students have for more abundant practice than the class exercises and an ordinary model school afford, and he must be willing to make all necessary sacrifices to secure the practice.

II. Conditions relating to the Training School.

1. The training school should receive only those who have been trained in normal schools, or have had an equivalent to this training.

2. The time of practice might be limited to a half school year; the practice should be limited to a single class. Trainers should serve without compensation.

3. The class under one trainer should not exceed twenty-five pupils. Of this he should have the full charge.

4. The training school should have an ample corps of permanent teachers, who should act as supervisors and be responsible for the whole school.

5. The practice work should be subject to supervision by the normal school principal, and tributary to the work of the normal school. The authority over the school would abide, as at present is the case with all town and city training schools, in the town officers and their agent, the superintendent. But by courtesy the normal principal should be allowed the largest liberty.

6. During the term they spend in practice the normal students should observe the normal school rules relating to retiring, rising, exercise, etc. Their practice work should be subject to criticism as at the normal school.

III. To attract the Towns to the System and render it effective, it may be necessary that the State make some Special Contribution to the Object.

1. By providing a supervisor to oversee and direct the practice of the trainers.

2. By transporting students in training to and from the training school where they practice, and providing board at a low rate, as at present is done at the Massachusetts normal schools.

3. And probably she would find it necessary to require all teachers to have a State certificate as a prerequisite to teaching. This would inevitably lead

4. To a demand for professional training for all teachers, which in its turn would necessitate

5. An increase of normal schools and of teachers' wages in towns where they are now low, for which the State might have to provide

6. By levying a State tax or by a liberal increase in school funds, to be distributed among this class of towns for the support of the schools, especially for paying teachers.

7. Something could be done in this way to arrest the sharp competition which is constantly subjecting the schools of the poorer towns to a change of teachers.

Thus around the question your committee has attempted to answer seem to revolve the most vital interests of our school system.

It is important that the proposed union should everywhere exist, but it may not be possible at once to effect this. Progress may be made toward it by incorporating into all training schools the distinctive feature of the Wellington school, and admitting only those who have received normal training or an equivalent.

In Massachusetts the time is opportune for establishing the most intimate relations between the normal schools and the training schools. All but one of the normal schools have new and commodious buildings; three have well equipped model schools. One normal school is about to have a \$225,000 building erected; and already a large number of the cities and towns of this State have excellent training schools.

Let all the teachers of New England have the advantage of normal training and practice schools; this for consistency's sake and in the interest of the children.

This report was prepared to answer a specific question. It aims to enforce the necessity for having a practice department connected with all normal schools. It intimates the need of State certification of teachers, provision for paying them more liberally in the poorer towns, and a considerable increase in the number of normal schools.

It goes without saying that to be of the greatest benefit to the normal students the nearer the practice schools are to the normal schools the better. From which it is a natural inference that the normal schools of the future should be located in or near cities or large towns where ample provision can be made for model and practice schools. That additional normal schools are needed, and should be provided for in the near future, it is superfluous to state. With her long-cherished policy there seems to be no alternative for the State but to enlarge and improve the means for educating the teachers.

TEACHERS' INSTITUTES, SCHOOL COMMITTEE AND SUPERINTENDENT AND OTHER MEETINGS.

A detailed report of the institutes and committee and superintendent meetings is embodied in the report of the secretary. Five of the former were held, four in Middlesex County, one in Barnstable County. All were well attended. The institutes were conducted in grade sections; the plan, also the exercises in general, elicited expressions of approval from the members. To these and to the instructors and conductors of the institutes the people entertaining them extended most generous hospitalities.

Six meetings of the committees and superintendents were held, four in different sections of Middlesex and two in Barnstable County. Nearly all the towns of these two counties were represented at these meetings by committees and superintendents.

The large number of associations of teachers and superintendents, including the National Association, with its council and several departments; the American Institute of Instruction, covering New England; the Massachusetts State, the Classical and High School, the Normal School, each holding a meeting annually; the New England Superintendents', the

District Superintendents', the Association of Educational Workers, the Industrial Art, the Kindergarten Association, with the county and town associations, some meeting semi-annually, others more frequently, indicate the zeal manifested by the teachers in the discussion of educational theory and practice along the various lines. It is a serious question whether a concert of action among these several associations might not evolve a plan which would enable teachers and superintendents to derive the benefits they bestow with less sacrifice of time and strength than is at present required. It would seem to be practicable to avoid the conflict which at present occurs in the times of holding teachers' institutes and county associations by confining each to a particular and different season of the year. And if the superintendent and school committee meetings are to continue, they might possibly combine with those of the district superintendents.

Respectfully submitted,

GEO. A. WALTON,

Agent of the Board of Education.

WEST NEWTON, Dec. 30, 1893.



B.

REPORT OF JOHN T. PRINCE,

AGENT OF THE BOARD.

REPORT.

To the Board of Education.

In October of the present year I was given leave of absence by your honorable Board to visit some of the educational centres of the Central and Western States for the purpose of observing the methods of organization and teaching in the schools. In accordance with your request, I respectfully submit the following brief report of my observations.

It should be observed at the outset that my purpose in visiting the schools was not so much to judge and criticise as to find features of excellence which our schools do not possess and which we can profitably adopt. For this reason I shall, in referring to some points of peculiar merit, take occasion to show what may be done in Massachusetts along certain lines to improve her schools.

In selecting points of observation I sought the advice of persons competent to judge where the most favorable conditions would be and where the best work would be most likely to be found. I was able to visit nearly all the places thus recommended, remaining one or two days in each place. I took occasion also to examine carefully the various school exhibits at the World's Fair, mainly for the purpose of ascertaining what places to visit for certain kinds of work.

SCHOOL ADMINISTRATION.

The administration of our schools, so far as the method of securing teachers and the supervision of the schools are concerned, has been the subject of criticism on the part of Western educators. I was therefore attracted first of all to the plans of administration which are unlike ours. In nearly all the States outside of New England the head of the system of schools is the State superintendent, generally elected for a term of years by the people, as in Michigan, Indiana and Mis-

souri, but sometimes elected by the Legislature, as in New York, or appointed by the Governor, as in Pennsylvania. His duties are variously defined, such as visiting educational institutions, construing school laws, apportioning the school revenues, examining and licensing teachers, and making reports to the Governor or Legislature.

There is a State Board of Education in nearly all States, which is variously constituted, but generally the membership is defined by law. Thus, in Indiana the membership consists of the State superintendent, president of the State University, president of Purdie University, president of the State Normal School and superintendents of the three largest cities of the State. Their duties consist chiefly in the examination and licensing of teachers. The county superintendents of the Western States are generally elected by the people for a term of years. Their duties are in general to visit the schools of the county, to examine and license teachers, and in some cases to revoke licenses, to hold institutes and to make a report to the State superintendent or State Board.

By comparing these features of school administration with corresponding features of the Massachusetts system, we find some points of resemblance and some points of difference. With the exception of the examination and certification of teachers, to which I shall refer later, there is very little administrative service of the Western schools which is not now rendered or which may not be rendered in Massachusetts by more democratic and conservative means. The only possible advantage that can be claimed for the Western plan of supervision is the greater authority that is vested in State or county officials for the settlement of differences or for the removal of teachers. For example, in some States the laws are interpreted by the State superintendent and all questions of dispute are left to him for decision; whereas such duties are performed in Massachusetts by the secretary and agents of the State Board only by the courtesy or permission of parties concerned. In some States the county superintendent is obliged by law to report upon the schools of the county, a duty which is performed freely in this State by agents of the Board, where criticism is likely to be most needed and heeded. The imposition of legal authority to criticise sometimes creates a certain

restraint on the part of the one who criticises and an unwillingness to co-operate on the part of those who are criticised or who should remedy faults exposed. Take for example the duty devolved upon the county superintendent to criticise publicly the schools which are under the direct management of the very officials who elect him. What candid judgment can be expressed under such circumstances? And how different must be the feeling of teachers and local boards in receiving criticism from what it is when the criticism is voluntarily sought by them or when the criticism is given in the form of advice or suggestion. Without desiring to magnify the office of agent of the Board, I sincerely believe that his influence in improving the schools and in shaping public opinion among local school officials and people is enhanced by the very fact that he has no authority directly given him by law.

I am inclined also to believe that our present plan of district supervision is more effective than the plan of supervision by county superintendents. The field of labor of our district superintendents is smaller and their direct influence in improving the work of teachers is consequently much greater than under the county plan. Moreover, the connection between the district superintendent and school board is more close and is more cordially co-operative than it is likely to be between local trustees and county superintendents. One thing, however, is needed to make our present plan effective throughout the State, and that is to make district supervision obligatory. There are to my knowledge several towns at present unable to make a union with other towns on account of geographical difficulties. The remedy lies in forming by law districts for supervision somewhat as our senatorial and representative districts are formed. By such an arrangement all parts of the State can enjoy the privileges of skilled supervision which a majority of the schools now have.

The school administration of Western cities is not unlike that of our Eastern cities, although the tendency seems to be to give larger powers into the hands of the superintendent than is customary here. In some cities the nomination of teachers is wholly in the hands of the superintendent, who has also the entire supervisory charge of the schools, including the promotion of pupils, the making and direction of the course of

studies, the correction and improvement of methods of teaching and the unification of the work of special teachers. Some of our cities would do well to adopt a similar plan and thereby avoid the difficulties which result from a lack of responsible direction and harmonious co-operation. I feel sure that much of the good work which I saw in several of the Western cities is directly due to the large powers that are given to the superintendent of schools or other supervisory officials.

THE EXAMINATION AND CERTIFICATION OF TEACHERS.

Time and life certificates for teachers are issued by nearly all of the Central and Western States, either through the State superintendent, Board of Education or board of examiners appointed for the purpose. County certificates of various kinds are also issued by the county superintendent or county board of examiners. The examinations which candidates are required to pass are generally written, and for securing life or long-period certificates success in the school-room is considered essential. It is understood that teachers holding these certificates may be elected by local boards without further examination.

Massachusetts stands almost alone among the States in permitting the local appointing power to determine the qualifications of teachers. As to the adoption of the policy of other States, there is expressed a fear of centralization and a consequent decrease of interest in the schools on the part of local communities. The experience of other States during many years should give us assurance of safety in this regard, while the dangers of our present plan, in affording opportunity for political and social considerations to weigh against the best interests of the schools, ought to be obvious to all. George William Curtis once said on this point:—

Teacherships in the schools are not popularly regarded as subjects of patronage. But are they not so practically, and is it wise that they should remain so? What is the present system? I believe that the requirement of certification or license before appointment is universal in all the States of the Union. The examination upon which the certificate or license issues is, then, the cardinal point. What are the vital, essential conditions of effective examination? To be

properly effective the examinations must be uniform, entirely competent, and wholly independent of the appointing power. The examiners must be sincerely interested in education, familiar with the duties of a teacher and with the requirements of the art of teaching, and capable of conducting an examination to ascertain both the scholastic attainments and the specific professional fitness of the candidates. Wherever these conditions do not exist, the public school system, and therefore the whole community, suffers.

That these conditions do not exist in Massachusetts at the present time is evident, and to the fact that they do not exist may be attributed some of the defects which are everywhere seen and which have been commented upon in nearly every report of the agents of the Board for the past twenty years. It is not necessary nor would it be well for Massachusetts, with her wealth and superior educational facilities, to place the limit of qualifications as low as they are placed in some States, many of whose examinations for teachers ought to be passed by graduates of grammar schools. We can well afford to fix a high standard in these examinations which should call for breadth and depth of scholarship as well as abundant professional knowledge. Nor would it be well to limit the inquiry to what can be put upon paper. The candidate's life and character should be inquired into, and whatever else that goes to make up an impressively high personality, which is of paramount importance for every teacher. When all these qualifications are found to be satisfactory to the examining Board, certificates of permission to teach for a time may be given. During this probationary period the work of the teacher should be observed and tested for the purpose of finding data upon which a second and perhaps a life certificate may be granted. The State examinations of some foreign countries may be a guide for us in scope and thoroughness. In some countries two examinations are given at different times, the intervening time being a period of probation. These examinations are oral and written, and test in a thorough manner the candidate's scholastic and professional qualifications. In some such way our examinations could be given, and from among those who passed them, local boards and superintendents could select their teachers.

Those who are most familiar with the extent of local taxation for schools on the part of the smaller towns and of the growing inability of these towns to meet the demands made upon them for a "sufficient number" of good schools know that some equalization of taxation in the State at large must be made before they can meet the increased expense of raising the standard of teaching to the point indicated above. It is no doubt true that the interest in public school education manifested everywhere throughout the State is attributable in part at least to the efforts of towns to help themselves independent of outside aid. But it may not be generally known how far local taxation for schools has been carried in this State or how different its burden is in the various sections. No State in the Union raises so much for schools by local taxation per capita as does Massachusetts, while the entire amount raised by local taxation is exceeded by only four States. This policy of local taxation, which follows as a necessary consequence of local self-government, is by no means oppressive to a large portion of the State, but in some sparsely settled regions it has reached its limit. There are towns in the Commonwealth whose burden of taxation for the support of schools is tenfold as severe as it is in other towns. While this burden is perhaps not excessive in the smaller towns, and need not be less than it is, it ought not to be more. To maintain the schools, therefore, in these towns at an increased cost, further help from the State must be given. But the assistance rendered to the poorer sections should not be regarded as a gift from the wealthier sections, but as a just equalization of burdens that ought to be borne by the State at large. Just as no citizen or class of citizens is prevented through poverty from receiving the protection of the State from violence or fraud, so should no child or class of children in the Commonwealth be defrauded from their just rights of education either in kind or in amount.

CLASSIFICATION AND PROMOTION OF PUPILS.

Very generally throughout the West the course for the primary and grammar grades covers a period of eight years, being one year less than is given in corresponding grades in most of our cities. But the age of admission is one year later than we admit pupils, no child being permitted to enter the primary

school before the age of six years. The age of admission, therefore, to the high school is about the same as it is in Massachusetts. In some of the larger cities the kindergarten, covering a period of three years, beginning at the age of three years, is made a constituent part of the public school course.

I was glad to see that promotions in the primary and grammar grades are generally made semi-annually, when the number of pupils permits such a course. The little disturbance occasioned by the more frequent adjustment of classes and by having two divisions in a room is not considered serious enough to outweigh the advantages gained by having a shorter time between the grades.

Promotions in nearly all cases are left to the judgment of the teachers and principals, and in no case, so far as I could learn, were promotions based solely upon examinations given for the purpose. On account of the comparatively short time between the grades, the work of pupils is easily adjusted to their needs and less repetition of work is necessary. In one city all matters relating to the classification and promotion of pupils are left to the assistant superintendent, who is "authorized at any time during the year to promote pupils to a grade higher than the one to which they belong or send them to the grade next below, as the best interests of the pupil and school require." Under this plan individual promotions are frequent, the assistant superintendent informing me that she rarely goes into a room without promoting a pupil.

TEACHERS' INSTITUTES.

The custom of the West in having teachers' institutes of several days' duration is frequently cited as an argument in favor of long institutes and as a reason why Massachusetts may be making a mistake in limiting the time of institutes to a single day. Inquiry into the circumstances and needs of the two sections will reveal reasons for the difference of practice, both in the character of the meetings and in the length of time for which they are held. The relative number of normal schools and of normal school graduates is much smaller in the West than in Massachusetts, and, therefore, there is a larger proportion there than here of untrained teachers. In many of our institutes a large majority of the attendants are normal school

graduates, to whom the lessons of the institute are only practical illustrations of principles already learned. It is obvious that such teachers do not need the long institutes which are needed for teachers whose knowledge of principles is wanting.

NORMAL AND TRAINING SCHOOLS.

There seems to be the same disposition on the part of school authorities in the West as in the East to regard the city training school as of equal or superior value to the State normal school so far as professional preparation of teachers is concerned. In this, as in most questions of policy in which there is a difference of opinion among earnest men and women, there are two sides. The city training school doubtless serves the purpose of arousing and maintaining a sentiment in favor of professional training as a necessary preparation for teaching and of helping young women to manage large numbers of children together. Moreover, it puts the young teacher in possession of devices which are of great immediate use. These advantages, which are not gained in all normal schools, together with the added advantage over the State school and college of convenience for residents of the city, have caused the city training school to stand high in the estimation of school boards and superintendents, and whenever it can be shown that its support occasions no increased expense to taxpayers the institution becomes one of great popular favor. But, granting all the benefits which its most enthusiastic supporters would claim for it, the city training school as it is generally conducted cannot in any true sense be considered as adequate to the task of furnishing a complete and thorough preparation for the profession of teaching. It is not reasonable to suppose in the first place that one or two persons to whom is committed the teaching of the theory of education can possibly do efficiently the work which ought to be expected from the entire faculty of a normal school. I say "ought to be expected" because of the fact that it is not done in some normal schools as it should be done, and this fact may be one reason why superintendents have yielded to the wish of school committees to have their own high school graduates trained at home with little expense to the students. If it is true that any of our normal schools are weak in the inculcation of principles, there is little gain in the estab-

lishment of schools that must from their very nature be weak also; and if it is true that the facilities for needed practice are insufficient in the normal schools, it can in no way strengthen them or the cause of good teaching to set the practice schools apart from the normal schools.

Our normal schools have added to their efficiency greatly by the introduction of practice for the undergraduates under wise direction. They could, I believe, add still more to their efficiency if with their excellent and in some respects superior features they could have the same facilities for observation and practice which are afforded in the Illinois State normal school at Normal and in the Cook County normal school at Chicago. I would have also a closer connection between the department of theory and the department of practice than exists in most normal schools. In the Cook County school above alluded to, each member of the faculty has charge of a special subject or set of subjects. He attends to teaching the subject to normal students, and under his direction the same subject is pursued in the practice school, both in laying out the work and in directing the work of teaching by pupil-teachers. There are frequent conferences of members of the faculty for the purpose of unifying and co-ordinating the subjects.

COURSE OF STUDIES.

With the exception of German, which, owing to local conditions, is taught in the grammar schools of some cities, the course of studies is much the same in the West as in most parts of the East. In nearly all the places which I visited, drawing, singing, manual training and nature study seem to have as prominent a place in the course as other subjects. For some of the technical studies special teachers are provided, who work largely through the regular teachers, thus avoiding the danger of giving an undue share of time to any subject. In St. Paul special teachers or supervisors are appointed to take charge of domestic economy, manual training, music, penmanship, drawing and German. Nature study in these schools is supervised by the science teacher of the high school, who, in conjunction with the principals of the various schools, sees that uniformity and a proper sequence of work are secured.

I was pleased to notice the very general emphasis made upon the study of English in all grades. In the Indianapolis high school the pupils of all courses are required to take English during the entire four years, there being five recitations a week in this branch during the first three years of the course. In Minneapolis literature and history are required from the very beginning. The following extract from the course of study will show the kind and amount of reading required in the various grades of the primary and grammar schools :—

	READING.	LITERATURE.	HISTORY.
Grade I,	BLACKBOARD LESSONS. <i>Harper's First Reader.</i> Supplementary. Normal First Reader—Stickney's Second— and—Stickney's First Reader.	Myths. Fairy Stories. Poems related to Science and History.	Stories of Primitive People. Esquimaux: Indians. } 6 weeks. Washington. Lincoln. Flag Days.
Grade II,	<i>Harper's Second Reader.</i> Supplementary. Normal Second—Stickney's Second— Seaside and Wayside No. I.	Myths. Fairy Stories. Poems related to Science and History. Cary Sisters.	Agonack. } 6 weeks. Hiawatha. Garfield. Grant.
Grade III,	<i>Harper's Third Reader.</i> Supplementary. Folk Stories—Geographical Reader— Seaside and Wayside No. II.	Longfellow. Study of Holmes. Selections from Whittier. Poems and Stories—Science and History.	Hennepin. } 6 weeks. Nicolllet. LaSalle. History of Minneapolis. Stories of the Old World.
Grade IV,	<i>Harper's Fourth Reader.</i> Supplementary. Andersen's Fairy Tales—Geographical Reader—Seaside and Wayside No. III.	(With Reading.) Hiawatha. Anderson. Poems and Stories related to Science and History.	Exploration. } 20 weeks. Discoveries. Stories of the Old World.
Grade V,	<i>Harper's Fifth Reader.</i> Supplementary. American History Stories—Miles Standish—Evangeline—Hawthorne.	Hawthorne. Miles Standish. Evangeline. Bunker Hill. Paul Revere, etc.	Colonies. } 20 weeks. Revolution.

	READING.	LITERATURE.	HISTORY.
Grade VI,	<i>Harper's Fifth Reader.</i> Supplementary. Birds and Bees — Burroughs. Wild Apples — Thoreau. Selections from Lowell.	Burroughs-Thoreau (Science). Fables and Stories related to Science and History.	Constitution. } Rebellion. } 20 weeks. Post-rebellion. }
Grade VII,	<i>British Classics.</i> Supplementary. Stories of English History. Lady of the Lake.	British Classics. Lady of the Lake.	English History. 40 weeks.
Grade VIII,	<i>American Classics.</i> Supplementary. Heroic Ballads — Stories of the Old World. Tales from Shakspeare — Plutarch's Lives.	American Classics. Heroic Ballads. Stories of the Old World. Tales from Shakspeare. Plutarch's Lives.	American History. Civics.

The course marked out for reading in the St. Paul schools is very suggestive of what can be done in the elementary schools. Teachers are directed to have the pupils read in school as many of the books suggested as possible, and to encourage them to read others at home. I select a few of the books suggested for each grade:—

Primary Grades: Stories from the Iliad and Odyssey; Hans Andersen's Fairy Stories; Hiawatha; Poems by the Carey Sisters. *Fourth Grade:* Hawthorne's Tanglewood Tales and Wonder Stories; Arabian Nights; Kingsley's Water Babies; Dickens' Christmas Carol; Miss Alcott's Spinning Wheel Stories; Monteith's Science Reader; Hale's Stories of the Nations. *Fifth Grade:* Kingsley's Greek Heroes; Macaulay's Lays of Ancient Rome; Prisoner of Chillon; Niebelungen Lied; Bulfinch's Age of Fables; Stories from Virgil; Stories from Homer; Longfellow's Children's Hour, Old Clock on the Stair, Emperor's Birds' Nest, etc.; Whittier's Poet and the Children. *Sixth Grade:* Irving's Knickerbocker's History of New York, Rip Van Winkle, and Legend of Sleepy Hollow; Hawthorne's Grandfather's Chair and Mosses from an Old Manse; Church's Stories from Herodotus; Bulfinch's Age of Chivalry; several of Holmes's Poems. *Seventh Grade:* Webster's Bunker Hill Monument and Reply to Hayne; Hale's Man without a Country; Irving's Mahomet; Stories from Norse Mythology and poems by Longfellow, Whittier and Lowell. *Eighth Grade:* Lamb's Tales from Shakespeare; Burroughs's Birds and Bees; Longfellow's Tales of a Wayside Inn; Tennyson's Idyls of the King; Ruskin's King of the Golden River; Scott's Lady of the Lake and Ivanhoe; Addison's Roger de Coverley.

READING CIRCLES.

Within a few years reading circles for children have been formed in several Western States and have been productive of great good. In some instances they were formed and are under the direct management of teachers' associations. In the last circular of the Young People's Reading Circle of Indiana it is stated that it has a membership of 125,000, or one-fifth of all the school children of the State. Hundreds of libraries have been established in the school districts throughout the State.

The three or four books which are required to be read every year are of a high order, calculated to cultivate a taste for the best literature.

Such means of elevating the reading taste of children may not be so necessary in Massachusetts as in some parts of the West, owing to the great number of public libraries which we have; and yet there are many children in the State who would be benefited by reading circles conducted by teachers and school superintendents. Membership in such a club could not possibly interfere with a proper use of the school reading books and might help to a higher appreciation of the uses of a public library.

Teachers' reading circles also exist in considerable numbers in the West, a means of professional culture which teachers everywhere could use with profit. The reading of books which are literary as well as professional is followed by an examination conducted by school officials. In the Indiana circle alone nearly twelve thousand members are reported.

CONCENTRATION OF STUDIES.

There is no subject relating to school-room work which is of more importance at the present time than a proper co-ordination and correlation of studies. By our present methods in general use there is an almost complete separation of the various subjects of instruction. Too often also parts of the same subject remain wholly unrelated to one another so far as instruction is concerned. One result of such a method of acquisition must be the comparative uselessness of the facts of knowledge and information which are acquired. Unrelated facts of history, geography and science are of little value to the learner, because they cannot be recalled easily, and are therefore soon forgotten. And when in their acquisition such facts have no association with past or present experiences of life they are rendered useless even when recalled, for they cannot be recognized as helpful in any given experience or be applied when they are most needed.

But the chief value of a proper concentration of studies lies in its effect upon the mind itself. By it there is formed an orderly habit of thinking and there is developed a strengthening of all the powers of the mind, assuming, of course, that an or-

derly relation of studies be recognized and that the various steps in the process of presentation be systematically taken.

These views of the importance and effect of a proper concentration of studies will, I suppose, meet with general approval. At the same time it must be admitted that little is being done to carry into effect this most important principle. In some places there is an attempt at combining two subjects, such as elementary science and language, or geography and language, and sometimes drawing is added to the combination. All this is well so far as it goes, but the combination should be more widely and more closely made if the best results are to be reached.

By far the best work which I have seen in America in the concentration of studies was in several Western cities, where the subjects of primary instruction are brought together in a very interesting way. In the lower grades the facts of nature are observed from objects appropriate to the season. From the observations thus made the children are led to make statements which are placed upon the blackboard and read by the children. The best of these statements are printed on slips of paper and again read by the children on the following day. The printing is done in some cases by volunteer pupils of the higher grades with a printing press belonging to the school. Drawing the objects observed or otherwise representing them and writing the words and sentences previously written on the blackboard occupy the time of the children at their seats. Selections of literature that have some connection with the subjects studied are talked about and read to the children. Some of the choicest parts of this literature are committed to memory and recited by the children. In the higher grades of the primary schools the same general plan is pursued, but in some schools, owing perhaps to the difficulty of getting material for reading which could be connected with the nature lessons, history and literature seem to be the central point of co-ordination.

Elsewhere in this report I have given an outline of the course in history and literature in Minneapolis. These subjects, as far as possible, are co-ordinated with science and language under the direction of the supervisor of primary grades, who says in relation to the work:—

The aim is to group the work about some central idea suggested in the course of "general lessons," so called. This course is arranged in groups. The September and October lessons include study of plant and animal life, the specimens being determined by the season. Six weeks following are given to elementary lessons in literature and history, in topics adapted to the grade. The following six weeks are occupied by the human body lessons. The order is nearly the same in the second quarter. While no arbitrary arrangement is decreed, the trend of the work is toward unification. The observation of the flower, fruit, or animal furnishes material for language lessons, oral and written, determines spelling and dictation lessons, suggests busy work, provides subject and material for reading, and is often associated with poem or story chosen from the best literature. Such unification gives meaning to the course, carries every lesson to add to and strengthen the results of every other lesson in both knowledge and power, and is moreover in accordance with the laws by which the child obtains, holds and classifies knowledge.

It is doubtful if the correlation of studies can be so completely and successfully carried out in the higher grades as is shown to be possible in the lower, and yet much more can be done than is commonly supposed possible. In the practice department of the Cook County normal school concentration of studies in all grades is an important feature, the centres of concentration being natural science, geography and history. There is an honest attempt here not only to unite closely the subjects of thought with the various forms of expression, but also to unite the various subjects themselves. The Herbartian schools abroad push the idea of concentration still further in placing one subject only as the central point of instruction, and that is sacred history, or that portion of the world's history which corresponds to the stages of the child's mental growth. The difficulties and loss occasioned by a rigid adherence to the principle of concentration are avoided in Laporte, Ind., by dividing the subjects of instruction into five groups of subjects, viz. : Number and size ; form, drawing and coloring ; science and geography ; sociology and history ; language and music. Perhaps some modification of this plan in the direction of lessening the number of groups would be a wise compromise. If within each of three groups of subjects a complete correlation could be made there would be a great gain of time and mental energy over our present practice of separation and isolation.

TEACHERS' MEETINGS.

I was greatly impressed by the frequency and valuable character of the teachers' meetings, some of which I had the privilege of attending. In Indianapolis the superintendent, supervising principals and special teachers or supervisors meet together once in two weeks. The assistant superintendent, who has special charge of the primary work, and the supervising principals, who have charge of the schools in one or more buildings, meet regularly and frequently the teachers under their charge, and the superintendent meets a large number of the teachers every week to discuss principles of education. At the time of my visit the subject of study and discussion at these meetings was "Apperception." In Minneapolis grade meetings of teachers are regularly held, and, for more specific study of principles, there are fortnightly meetings of the "Round Table." In St. Paul regular meetings of teachers are held under the direction of the department supervisors.

To the regularity and frequency of the teachers' meetings held in these cities, together with their intelligent direction by superintendents and supervisors, is due in large degree the excellent work which is seen on every hand. Some of our superintendents would do well, I am sure, to heed the lesson which these meetings afford. Infrequent, irregular meetings, carried on largely by the teachers themselves in pointless discussions, are of little use as a means of improving the schools.

HIGHER EDUCATION.

One unique feature of free public instruction in the West is the university, which stands at the head of the system in nearly every State. The direct value of these institutions in providing, free of expense, college and to some extent professional and other forms of graduate instruction is apparent, while their influence upon the lower schools is marked in various ways. Through the courtesy of President Northrop, I was permitted to visit several departments of the University of Minnesota, and was struck with the extent of facilities afforded. It comprises the College of Science, Literature and Arts, in which there are three courses, classical, scientific and literary; the College of Engineering, Metallurgy and the Mechanic Arts,

the College of Agriculture, and the Graduate Department, which offers in each of the colleges advanced courses of study leading to second degrees. The professional schools, under the direction of the university, are Law, Medicine and Surgery, Dentistry and Pharmacy. The number of students last year, including graduate students and students of the professional schools, was 1,620, 412 of whom were women.

While it may not be feasible to establish a State institution of a similar kind in Massachusetts, there are some lessons to be gained from the relations which exist between the State university and the lower schools. In the first place, there is, in the Western States which I have visited, a closeness of relation between the university and high schools that does not exist between the various colleges and high schools of this State. Besides the various and quite different demands made by the colleges for admission, there is frequently much time wasted through the want of a proper understanding of those demands on the part of high schools. In Minnesota, Indiana, and several other States high schools are approved by State authority, from which graduates can pass directly into the university without examination. Under such a plan the entire strength of teaching force may be given to a proper training and instruction of all the pupils, whereas in our high schools a large part of the time of teachers is given to preparing pupils to pass an examination which is to be given by the colleges. Much of the drill thus given is and must be of a memoriter kind, not useful as a means of culture, and not helpfully practical as a preparation for life. Not only must the pupils in college preparatory classes suffer by such waste of time, but the rest of the school must suffer as well. The only practical solution of the difficulty lies in uniting more closely the preparatory school and college, so that the regular work of the one shall be a direct preparation for admission to the other. If, by means of a commission representing the interests of all institutions concerned, there could be outlined the kind and amount of work which ought to be done as a preparation for college, and if by the same commission schools could be approved which might send their graduates, with or without conditions, to the college, one great hindrance to the efficiency of our public high schools would be avoided.

A still closer union may be made between our colleges and secondary schools, a union suggested by present and contemplated courses of some of the Western State universities. I refer to the professional preparation of teachers of secondary schools. In the college or university there may be instruction in the science of teaching, while needed training in the art may be carried on in the high schools under proper supervision. Thus would the present wide separation of ends and means between the college and public school be diminished and the great need of professional teachers of our high schools be met.

In this brief report of my Western visit I have given only such impressions as will be of general interest, dwelling mainly upon conditions which affect the schools rather than upon the schools themselves. Other and more particular points of observation, especially those relating to methods of teaching, I shall use as occasion may require. I offer no opinion as to the comparative excellence of our schools and the schools of the West. That there are some features of organization and some methods of teaching in the West which we can study with profit no one of wide observation will deny. And, on the other hand, that we have in Massachusetts a system of schools worthy of respect none will grant more willingly than the thoughtful educators of the West. Everywhere I was met with questions relating to plans already matured here and other plans only just begun, and everywhere I was told that the West still looked to us for suggestive ideas of educational reform. That Massachusetts may continue to be among the leading States in the promotion of our free school system, and not ignore the successes which other and younger States have gained, must be the fervent wish of every one of her children.

WORK OF THE YEAR.

My work during the past year has been much like that of previous years. Besides my usual work of inspection and attendance upon meetings of teachers and citizens, I have on several occasions held meetings of school committees and superintendents, and have begun, in conjunction with local superintendents, to hold parents' meetings. These two kinds of

meetings, somewhat different in character from other meetings, bid fair to accomplish much good. At the meetings of school committees and superintendents the following questions were discussed: Duties of School Superintendents; School Visitations; Teachers' Meetings and School Attendance. There was a fair attendance at these meetings and a good degree of interest was manifested in the discussions. At the parents' meetings the purposes and plans of teachers were explained in the hope of securing the assistance and co-operation of parents. The success of the two meetings already held give encouragement to the belief that meetings of this kind should be more numerous and frequent in the future.

There are several towns of Bristol and Norfolk counties which have voted to accept the provisions of the act permitting them to join with other towns for the purpose of employing a superintendent of schools, but which are unable to make the desired union on account of the inconvenient distance. Some method of districting should be adopted to meet the wants of these towns. The towns of Dukes County also are unable to take advantage of the provisions of the law by reason of the fact that they have not the required number of schools to form a district. It would seem desirable to give special permission to these towns to form a district, that they may have the service of skilled supervision, which they sorely need.

JOHN T. PRINCE.

JAN. 1, 1894.

C.

REPORT OF ANDREW W. EDSON,

AGENT OF THE BOARD.

REPORT.

To the Board of Education.

A brief statement of my year's work is as follows : —

I have visited schools in the following-named towns and cities : —

Agawam,	Lancaster,	Tyngsborough,
Athol,	Leicester,	Uxbridge,
Auburn,	Leominster,	Wales,
Blandford,	Ludlow,	Warren,
Boston,	Lunenburg,	Webster,
Chester,	Malden,	Westborough,
Fitchburg,	Millbury,	West Boylston,
Gardner,	Monson,	Westminster,
Grafton,	Oxford,	West Springfield,
Granville,	Palmer,	Weymouth,
Hampden,	Southborough,	Winchendon,
Hanson,	Southwick,	Worcester.
Holden,	Springfield,	
Holyoke,	Sutton,	

I have held teachers' meetings in —

Agawam,	Holyoke,	Southwick,
Auburn,	Lancaster (2),	Sturbridge (2),
Beverly,	Leicester,	Tyngsborough,
Blandford,	Northborough,	Wales,
Brookfield,	North Brookfield,	Webster,
Easthampton,	Oxford,	West Boylston,
Granville,	Princeton,	West Brookfield,
Hanson,	Quincy,	Westminster,
Hardwick,	Royalston,	Weymouth.
Hingham,	Southborough,	

At several of these meetings teachers were present from adjoining towns.

At evening meetings I have addressed the people of—

Agawam,	Hanson,	Sheffield,
Amherst,	Holden,	Southwick,
Athol,	Holyoke,	Warren,
Blandford,	Leominster,	West Boylston,
Granville (2),	Orange,	West Springfield,
Hampden,	Russell,	Winchendon.

I have assisted at institutes in —

Athol,	Leominster,	Sudbury,
Danvers,	Marshfield,	Wenham,
Holden,	Millbury,	West Springfield,
Holliston,	Orange,	Winchendon.
Holyoke,	Russell,	

Nearly all these institutes were preceded by evening meetings for the people. The one at Holyoke continued for two days. At Athol, Holyoke, Leominster, West Springfield and Winchendon work in the primary, grammar and high school sections was carried on during the same periods.

Half-day conferences of school committees and school superintendents have been held at —

Chester,	Palmer,	Warren,
Clinton,	Southbridge,	Webster,
Gardner,	Springfield,	Westfield,
Hopedale,	Uxbridge,	Worcester.
Northborough,		

School committees' and school superintendents' institutes have been held at Springfield, Worcester and Fitchburg. At the Springfield institute all but five towns in Hampden County were represented, and in Worcester representatives were present from thirty-three different towns.

The following topics were assigned to different speakers in advance and the discussions were exceedingly interesting and profitable: —

1. Duties of school committees; the authority that should be delegated to a superintendent.
2. School supervision; ends to be attained; difficulties encountered.
3. School visitation; purpose and method.

4. Professional training of teachers ; teachers' meetings.
5. Selection and continuance of good teachers.
6. What can be done for and with poor teachers.
7. A course of study ; what it should embrace ; relative importance of the different subjects.

TUSKEGEE.

Last January I conducted a week's institute at the Tuskegee (Alabama) Normal and Industrial School. This is the largest and most successful colored school in the Black Belt of the South. Teachers and students alike showed great interest in the work of the institute ; they are keenly alive to every educational advantage offered. On this trip I visited some of the schools in the southern section of our country, spending two days in the schools of Washington, D. C.

SUPERVISION.

Skilled supervision continues to grow in popularity with teachers, school committees and the people ; it is a great success in the smaller towns as well as in the larger.

Naturally, a little fluctuation in public sentiment is noted where the measure is not fully understood or where it may conflict with the personal interests of some of those who have the schools in charge. The towns of Ashburnham, Douglas and Lancaster voted to dispense with district supervision and delegated the work to the local school committees, though in Lancaster this was done against the protest of a majority of the school committee. All honor to that majority !

Without any question, this action was a step backward, and those opposed to supervision, but who have the good of the schools at heart, will no doubt recognize the fact in the near future.

The amendment to the supervisory law passed by the last Legislature has greatly improved the status of district supervision. This amendment provides that twenty-five schools may constitute a district ; that a district need not be broken by reason of a decrease in the number of schools or increase in the valuation of any town above \$2,500,000, and in any case for a period of three years, except by a vote of a majority of the towns interested ; and that the State appropriation to each district be increased from \$1,000 to \$1,250.

The time has now come for still farther advance. Skilled supervision should be compulsory and universal. It is needed in small ungraded schools, where wages are usually low, ability and experience limited, fully as much as in larger graded schools. The measure is no longer an experiment. The Legislature should come to the relief of the poor schools and insist upon better work and better results, which means that supervision should be *competent, mandatory and universal* throughout the State.

It is now very difficult to form new districts or to accommodate any town that may desire to unite with others to employ a superintendent, as changes must often be made in district boundaries. Necessary changes can easily be made, however, and new districts formed, when all towns, large and small, are required to employ a superintendent of schools, alone or in union with other towns.

The following new districts have been formed during the past year and superintendents employed : —

Warren and Wales ; C. A. Brodeur, superintendent.

Wilbraham, Hampden, Longmeadow and Ludlow ; Miss Mary L. Poland, superintendent.

Palmer ; W. H. Small, superintendent.

Athol ; Miss Flora E. Kendall, superintendent.

Lunenburg withdrew from the Princeton district and joined Winchendon ; D. B. Locke, superintendent.

Uxbridge united supervision with the principalship of the high school ; C. A. Bates, superintendent.

Westborough, ditto ; T. W. White, superintendent.

The other changes in the list of superintendents in my district are : Louis A. Pratt in place of M. J. Smith, in the Chester district ; J. I. Buck in place of D. P. Dame, Webster ; C. S. Lyman in place of F. E. Sanborn, in the Oxford district ; and L. P. Nash in place of R. F. Colwell, Gardner.

This then leaves only the following named towns in my district without competent supervision : —

In Hampden County : —

Blandford,	.	.	10 teachers.	Russell,	.	.	.	7 teachers.
Holland,	.	.	2 "	Tolland,	.	.	.	6 "
Montgomery,	.	.	4 "					

In Worcester County : —

Ashburnham, . . . 13 teachers.	Lancaster, . . . 13 teachers.
Auburn, . . . 7 “	New Braintree, . . 6 “
Charlton, . . . 13 “	Oakham, . . . 7 “
Dana, . . . 4 “	Paxton, . . . 4 “
Douglas, . . . 13 “	Rutland, . . . 8 “
Hopedale, . . . 9 “	Sutton, . . . 16 “

With but two or three exceptions the work in these towns is poor, in some of them wretchedly so. If the school committees and teachers were the main losers, the case would not be so deplorable ; the boys and girls, however, are the ones who suffer most. These schools need the careful oversight and direction of a superintendent who devotes his time exclusively to the inspection of schools and the training of teachers. The work in these schools could easily be improved from 50 per cent. to 100 per cent.

Without a superintendent, teachers usually lack a professional spirit ; they rarely attend institutes and educational gatherings ; and among the ambitious ones any sacrifice that may be made or any specially good work that may be accomplished is likely to receive but little recognition. Good teachers invariably prefer to teach under skilled supervision.

WORK OF THE SCHOOLS.

In many respects the schools of Massachusetts rank high, — in the elegance and convenience of the school buildings, in the completeness of their equipment, in the abundance and excellence of the apparatus and books furnished, in the number of professionally trained teachers employed, and in the work accomplished. In all this we have reason for self-gratulation. The danger is, however, that we rest upon our laurels, satisfied that our schools are now perfect, beyond any possible improvement.

A broadening of the horizon, a glance at what is done for the schools and by the schools in some other States, would remove the self-complacency too prominent in many sections of Massachusetts. Opposed to this conservatism is the ever active conviction among progressionists that there is much yet to be done for the schools.

One important phase of educational discussion at the present time is the question how to enrich the grammar-school curriculum so as best to provide for the general development and special training of our youth. The question of what can be omitted from the course and what should be supplied causes us to study carefully the value of each branch of instruction, to ask repeatedly, What is the purpose of this study? How can this purpose be best attained?

One of the lessons taught us by a study of the French and German schools is that we spend too much time upon the so-called common-school studies. We wait too long before introducing our pupils to higher mathematics, foreign languages, and the sciences.

Our grammar school stands as the college for the masses. But a small proportion of our pupils go farther. Of the 391,000 pupils in the public schools of this State only about 7 per cent. ever attend a high school. The education offered in the grammar school should be broad and stable, a solid foundation for what is to follow, school or business.

If additional subjects are to be introduced into the schools, room must be made for them by *omission*, *abbreviation* and *correlation*. In fact, a general strengthening of the existing course must be undertaken by judicious elimination and wise substitution.

LANGUAGE.

Language work, including reading, should by right monopolize the greater portion of the pupil's time and attention during the early years of his school life. Much well-directed effort here is a wise economy of time.

The chief criticism to be made on language teaching in primary and grammar grades is that in many schools the work is pointless and insipid. The lessons are not definite and progressive. Term after term the old straw is threshed and but little wheat is garnered. Teachers hold closely to the course of study and text-book, attempting only the minimum of what is there suggested.

In many of our large graded schools technical grammar in all its technical purity is at a premium even in the intermediate grades. Children are not taught to use the English language

easily, correctly and cogently. Composition and reproduction work, essay and letter-writing, lack vigor and polish.

In the early teaching of reading, there is too often a noticeable lack of push. The average primary teacher could easily quadruple the amount accomplished in a term or year. Where reading is best taught, children have an untold advantage over their less fortunate mates, as the ability to glean thought quickly and intelligently from the printed page is a very true index of ability to do quick, intelligent work in all other departments. The fourth, fifth and sixth readers of any standard series can well be omitted, made up as they are of miscellaneous collections of good, bad and indifferent clippings from every source — something of everything that the wisdom and foolishness of man have ever written. In place of these, our boys and girls should be introduced to standard literature, selections of real merit. This study of good books should be made so attractive as to give them for life that love for good literature which is in itself a liberal education.

ARITHMETIC.

Arithmetic as a bread-and-butter science has ever appealed with great force to all classes. No wonder it is sometimes given too great prominence. In teaching this subject, as in reading, primary teachers are apt to give children too much broth, too little meat. The tendency is to depend too long upon splints, blocks, pegs and illustrative work.

In advanced grades, if a large proportion of what is offered in the written arithmetics should be treated as mental problems, all the manual operations being omitted, far more discipline and power would be the outcome. Mental arithmetic, when well taught, leads a pupil to read a problem intelligently, to see the conditions readily, to think a correct conclusion, and to express the same to others promptly and accurately, — far more than can result from much of the diluted figure work of to-day.

Many topics treated at more or less length in most text-books should be entirely eliminated from the grammar school course, such as circulating decimals, longitude and time, equation of payments, stocks, bonds, exchange, series, alligation, annuities, arbitrary processes and technical terms used only in the school-room.

The following topics should be greatly abbreviated : Figure work in the early development of the fundamental operations ; drill on 11, 13, 17, 19, 23, 26, 29, 31, etc., numbers not found in the multiplication tables ; drill on the fractional parts of numbers not multiples of the denominators ; the use of fractions having denominators greater than 20 ; decimals of more than three places ; factoring, greatest common denominator, least common multiple.

If the fundamental operations on numbers below 20 are well taught and thoroughly drilled, the remaining work in this line will be comparatively easy.

In common fractions there is a tendency to spend the time upon those having large numerators and denominators, as (from a book in common use) 2268 and 1242 for numerators and 3444 and 2323 for denominators. In decimals (again from a book in common use), to read .4060790843 and to divide 49.26554756 by .0759.

Much of the work usually assigned to denominate numbers, weights and measures, possible and impossible reductions, unused tables, etc., can be greatly abbreviated.

A general introduction of the metric system would be a great saving in time and strength.

Percentage, in its various applications, can be simplified by uniting the various subdivisions, treating profit and loss, taxes, insurance, duties, customs, commission and brokerage, and discount as simple applications of the same general principle, instead of as distinct subjects with separate and distinct processes.

Interest can be shortened by teaching thoroughly one method, and one only, — the method by aliquot parts. When one considers the old six per cent. method, the thirty-days-per-month method, the exact day method, the aliquot part method, the time spent in finding the principal, the time, the rate, the what not, the dreary days and months spent in computing the amount due on a note by the mercantile method, the United States method, the Vermont method, the New Hampshire method, the Connecticut method, it is easy to see why interest has assumed an undue prominence.

Ratio and proportion, especially compound proportion, are of little value to the average student or business man, except for the drill in analysis.

Involution and evolution, except in finding the hypotenuse of a right-angled triangle, are of small consequence. Much of mensuration can be better relegated to geometry.

If now our reviews are used to show the relations the different subjects hold to each other, to correlate these subjects thoroughly, and to fix principles rather than exalt hobbies, they may be made of much more value as well as be greatly abbreviated.

GEOGRAPHY.

In this subject, as usually treated by authors and teachers, there may be a cut-down of at least one-half. Here we have a combination of dictionary, encyclopædia, gazetteer, atlas, mineralogy, botany, zoölogy, ornithology, ethnology, geology, astronomy, chemistry, physics, and, if there be any other science, that also. The work of teacher and pupil is mostly informational, — endless details, facts, statistics, names of everything namable, heights, lengths, areas, population, map questions by the hundred, definitions, etc.

Although all this occupies a very large proportion of the time and attention of pupils, as it does space in the book, the outcome is small indeed. If it were not for the fact that the memory will happily unload the greater portion of all this rubbish as soon as the examination is passed, and the child thereby be saved, the result would be pitiful.

As an instance of modern geography teaching, in one of the best known and most commonly used text-books of to-day there are over seven hundred questions on the map of Europe. As an illustration of the valuable information that children are expected to gather and retain, a few of the questions are here given, specimens of many: —

When it is noon at Greenwich, what time is it at St. Petersburg? In Gibraltar? In Rome? What is the length of Europe on parallel 50° N.? Its breadth from the strait of Gibraltar to North Cape? How many miles from Cape Chelyuskin is the North Pole? The Arctic Circle? The Tropic of Cancer? How far from East Cape is the Cape Prince of Wales? How many degrees of the Arctic Circle are in Asia? Of the Tropic of Cancer? Of the meridian 100° west?

If now geography is correlated with history, civics, nature study, the non-essentials are omitted, and the essentials, such

as vertical structure, heat belts, distribution of rainfall, climate, soil, productions, races of men, centres of trade, are emphasized through comparison and contrast, geography may easily be brought to proper proportions.

Other branches are sometimes made hobbies and given an undue amount of time, but by judicious abridgment the overcrowded curriculum may be made to assume such proportions as will allow of the introduction of additional subjects. Elementary science and nature study will claim more and more attention. We are just beginning to appreciate the beauty and importance of these branches of study. Instruction here can well be coördinated with language, reading and drawing. Something of higher mathematics may well displace the useless in arithmetic, while as much of a place can be given to foreign languages, manual training and anything else of educational value as seems advisable.

No incentive to further study will be removed, while the multitudes who are obliged to quit school life at the completion of the grammar-school course will be vastly better equipped for the duties of life as well as fitted to enjoy its best pleasures.

LIST OF SUPPLEMENTARY READERS.

During the past year, as chairman of a committee* appointed by the Worcester County Teachers' Association, I have given considerable time and study to the compilation of a list of choice books designed to assist teachers and parents in selecting suitable reading for young people.

GRADES I., II., III.

It is recommended that the teachers in these grades read aloud to their pupils at least fifteen minutes each session for the purpose of introducing our young people to standard literature.

Literature.

A Child's Garden of Verses. Stevenson.	Kindergarten Stories. Wiltse.
Æsop's Fables.	King of the Golden River. Ruskin.
Alice's Adventures in Wonderland. Dodgson.	Little Lord Fauntleroy. Burnett.
Children's Garlands. Patmore.	Memory Gems. Northend.
Dream Children. Scudder.	Mother Goose.
Fables and Folk Stories. Scudder.	Old Testament Stories.
Fairy Tales. Andersen.	Open Sesame.
Fairy Tales. Grimm.	Poetry for Children. Eliot; Lamb.
	Rhymes and Jingles. Dodge.

* A. W. Edson, Richard H. Mooney, Ellen M. Haskell, committee.

Information.

American History Readers. Pratt.
 Aunt Martha's Corner Cupboard. Kirby.
 Black Beauty. Sewell.
 Brooks and Brook Basins. Frye.
 Cats and Dogs. Johnnot.
 Feathers and Fur. Johnnot.
 Four-foot, Two-foot, No-foot. Richards.
 Grandfather's Stories. Johnnot.
 Learning about Common Things. Abbott.
 Little Folks of Other Lands. Chaplin and Humphrey.

Madam How and Lady Why. Kingsley.
 My Saturday Bird Class. Miller
 Nature Readers, Nos. 1 and 2. Wright.
 Nature Stories for Young Readers. Bass.
 Rob and His Friends. Brown.
 Seven Little Sisters. Andrews.
 Stories for Children. Hale.
 Stories Mother Nature Told Her Children. Andrews.
 Stories of Massachusetts.
 The Strike at Shane's.

GRADES IV., V., VI.

It is recommended that these and similar books displace the standard fourth, fifth and sixth readers now in common use.

A few books are again named, some to be read by the pupils at school, others at home : —

Literature.

A Boy's Town. Howells.
 Among the Hills. Whittier.
 Ballads. Whittier.
 Being a Boy. Warner.
 Evangeline. Longfellow.
 Fables and Folk Stories. Scudder.
 Fairy Tales. Andersen
 Gettysburg Speech. Lincoln.
 Grandfather's Chair. Hawthorne.
 Hiawatha. Longfellow.
 Holmes Leaflets. Dodgson.
 King of the Golden River. Ruskin.
 Little Daffydowndilly. Hawthorne.
 Little Lord Fauntleroy. Burnett.
 Little Men. Alcott.
 Little Women. Alcott.
 Longfellow Leaflets. Hodgdon.

Merry Adventures of Robin Hood. Pyle.
 New England Legends and Folk Lore. Drake.
 Old-fashioned Girl. Alcott.
 Old Testament Stories.
 Open Sesame.
 Popular Tales from the Norse. Dasent.
 Robinson Crusoe. De Foe.
 Snow Bound. Whittier.
 Stories of the Iliad and Odyssey. Church.
 Swiss Family Robinson. Wyss.
 Tanglewood Tales. Hawthorne.
 Tent on the Beach. Whittier.
 The Birds' Xmas Carol. Wiggin.
 Water Babies. Kingsley.
 Whittier Leaflets. Hodgdon.
 Wonder Book. Hawthorne.

Information.

Aboard the Mavis. Markham.
 A Hunting of the Deer. Warner.
 A Man without a Country. Hale.
 Around the Hub. Drake.
 Around the Yule Log. Markham.
 Aunt Martha's Corner Cupboard. Kirby.
 Birds and Bees. Burroughs.
 Biographical Sketches. Hawthorne.
 Black Beauty. Sewell.
 Boston Town. Scudder.
 Boys of '76. Coffin.
 Boys of '61. Coffin.

Boys' Own Book.
 Brooks and Brook Basins. Frye.
 Building the Nation. Coffin.
 Cast away in the Cold. Hayes.
 Children of the Cold. Schwatka.
 Child's Book of Nature. Hooker.
 Claws and Hoofs. Johnnot.
 Dear Daughter Dorothy. Plympton.
 Drake. Towle.
 Each and All. Andrews.
 Fairyland of Flowers. Pratt.
 Fairyland of Science. Buckley.

Five Little Peppers. Sidney.
 Flyers, Creepers and Swimmers. Johnnot.
 Following the Flag. Coffin.
 Geographical Readers. King; Scribner; Phillips.
 Grandfather's Stories. Johnnot.
 Hans Brinker. Dodge.
 Historical Readers. Gilman.
 Histories.—Alexander, Cæsar, Xerxes. J. Abbott.
 How to get Strong. Blaikie.
 Indian History for Young Folks. Drake.
 Information Readers.
 Life of B. Franklin.
 Little Flower Folks. Pratt.
 Little Flower People. Hale.
 Little People of Asia. Miller.
 Magellan. Towle.
 Marco Polo. Towle.
 My Summer in a Garden. Warner.
 Natural History Readers Wood.
 Nature Readers, No. 3. Wright.
 Old Times in the Colonies. Coffin.
 Our Fatherland. Carver and Pratt.
 Our World Reader. Hall.
 Page, Squire and Knight. Adams.

Pilgrims and Puritans. Moore.
 Pizarro. Towle.
 Raleigh. Towle.
 Reader in Botany. Newell.
 Seven Little Sisters. Andrews.
 Seven Little Sisters prove their Sisterhood. Andrews.
 Sharp Eyes. Burroughs.
 Standish of Standish. Austin.
 Stories of American History. Pratt.
 Stories of Heroic Deeds. Johnnot.
 Stories of Other Lands. Johnnot.
 Stories of Our Country. Johnnot.
 Stories of the Old World. Church.
 Stories of the Olden Time. Johnnot.
 Storyland of Stars. Pratt.
 Tales of a Grandfather. Scott.
 Ten Boys from Long Ago till Now. Andrews.
 Ten Great Events in History. Johnnot.
 The Boys' Froissart. Lanier.
 The Boys' King Arthur. Malory.
 The Children's Crusade. Gray.
 True Stories from New England History. Hawthorne.
 Wings and Fins. Johnnot.

GRADES VII., VIII., IX.

Literature.

American Authors and their Birthdays. Roe.
 A Noble Life. Craik.
 Arabian Nights. Hale.
 Ben Hur. Wallace.
 Biglow Papers. Lowell.
 Bitter Sweet. Holland.
 Bunker Hill Orations. Webster.
 Chesterfield Letters. Ginn.
 Christmas Carol. Dickens.
 Courtship of Miles Standish. Longfellow.
 Dickens' Novels.
 Essays of Elia. Lamb.
 Excursions. Thoreau.
 Greek Heroes. Kingsley.
 Ivanhoe. Scott.
 Kathrina. Holland.
 Lady of the Lake. Scott.
 Lays of Ancient Rome. Macaulay.

Lincoln's Addresses.
 Macaulay's Essays.
 Masterpieces of American Literature.
 My Hunt after the Captain. Holmes.
 Paradise Lost. Milton.
 Picciola. Saintine.
 Pilgrim's Progress. Bunyan.
 Romona. Jackson.
 Selections from Ruskin.
 Shakespeare's plays.
 Sketch Book. Irving.
 Tales from Shakespeare. Lamb.
 Two Years before the Mast. Dana.
 The Talisman. Scott.
 Town Brown at Rugby. Hughes.
 Uncle Tom's Cabin. Stowe.
 Vision of Sir Launfal. Lowell.
 Webster's Orations.

Information.

American Boys' Handy-Book. Beard.
 American Girls' Handy-Book. Beard.
 American Explorers. Higginson.
 Among the Lawmakers. Alton.

A Short History of the English People. Green.
 Boy Travellers. Knox.
 Bulfinch's Age of Fable. Hale.

Bulfinch's Age of Chivalry. Hale.
 Character. Smiles.
 Child's History of England. Dickens.
 Ethics of Success. Thayer.
 Fifteen Decisive Battles. Creasey.
 First Steps in Electricity. Barnard.
 Franklin's Autobiography.
 Friends Worth Knowing. Ingersoll.
 History of Our Own Times. McCarthy.
 How I was Educated Papers.
 Life of the Stephensons. Smiles.
 Life of Washington. Irving.
 Lives of Our Presidents. Thayer.
 Nature Readers, No. 4. Wright.
 Oregon Trail. Parkman.
 Patrick Henry. Tyler.
 Plutarch's Lives.
 Politics for Young Americans. Nordhoff.
 Self Help. Smiles.
 Stories of Olden Times. Johnnot.

Story of Our Continent. Shaler.
 Story of the Moors in Spain. Gilman.
 Stories of the War. Hale.
 Students' Manual. Todd.
 Ten Great Events in History. Johnnot.
 The American Citizen. Dole.
 The Discovery of America. Fiske.
 The First Century of the Republic.
 The First Napoleon. Ropes.
 The Making of New England. Drake.
 The Nine Worlds. Norse Mythology.
 The Spy. Cooper.
 The Two Great Retreats of History.
 The Voyage of the Beagle. Darwin.
 Thrift. Smiles.
 Two Thousand Years Ago. Church.
 Vassar Girls. Champney.
 Washington and His Country. Irving.
 Westward Ho. Kingsley.
 Zigzag Journeys. Butterworth.

PROFESSIONAL BOOKS.

The following is a list of sixty good professional books :—

Annual Reports of Education. Mann.
 Chips from a Teacher's Workshop.
 Klemm.
 Compayre's History of Pedagogy. Payne.
 Compayre's Lectures on Teaching. Payne.
 Compayre's Psychology Applied to Education. Payne.
 Courses and Methods. Prince.
 Cyclopædia of Education. Kiddle and Schemm.
 Development Lessons. DeGraff.
 Early and Infant Education. Currie.
 Education. Spencer.
 Educational Reformers. Quick.
 Educational Theories. Browning.
 Emile. Rousseau.
 Essentials of Method. DeGarmo.
 Ethics for Young People. Everett.
 European Schools. Klemm.
 European Schools. Prince.
 Five Hundred Good Books for the Young.
 Hardy.
 Graduating Systems for Country Schools.
 Wade.
 Habit in Education. Radestock.
 History of Education in the United States.
 Boone.
 History of Education. Painter.
 Lectures on the History of Pedagogy.
 Hailmann.

Lectures on Teaching. Fitch.
 Lectures on the Science and Art of Education. Payne.
 Leonard and Gertrude. Pestalozzi.
 Life and Works of Horace Mann. Mrs. Mann.
 Manual of Object Teaching. Calkins.
 Mental Development of the Child. Preyer.
 Methods of Teaching. Swett.
 Mistakes in Teaching. Hughes.
 Normal Methods. Brooks.
 On Teaching. Calderwood.
 Outlines of Psychology. Sully.
 Outline Study of Man. Hopkins.
 Pedagogy for Young Teachers. Hewett.
 Practical Hints for Teachers. Howland.
 Primary Methods. Hailmann.
 Principles of Education. Greenwood.
 Psychology. Baldwin.
 School Devices. Shaw and Donnell.
 School Management. White.
 School Supervision. Pickard.
 School Supervision. Payne.
 Swedish Gymnastics. Posse.
 Systems of Education. Gill.
 Talks on Teaching. Parker.
 The Art of School Management. Baldwin.
 The Art of School Management. Kellogg.
 The Art of Teaching. Ogden.
 The Elements of Pedagogy. White.

The Evolution of Dodd. Smith.
The Moral Instruction of Children. Adler.
Theory and Practice of Teaching. Page.
The Philosophy of Education. Tate.
The Philosophy of Teaching. Tompkins.

The Principles and Practice of Common School Education. Currie.
The Principles and Practice of Teaching. Johonnot.
The Quincy Methods. Partridge.
The Teacher. Abbott.
The True Order of Studies. Hill.

Respectfully submitted.

A. W. EDSON.

WORCESTER, Dec. 30, 1893.

D.

REPORT OF G. T. FLETCHER,
AGENT OF THE BOARD.

REPORT.

To the Board of Education.

My work during the past year has been mainly in the field assigned to me, comprising the three western counties of the State. Schools have been visited in the towns named below.

BERKSHIRE COUNTY.

Adams,	Hancock,	Otis,
Alford,	Hinsdale,	Pittsfield,
Becket,	Lee,	Richmond,
Cheshire,	Lenox,	Sandisfield,
Clarksburg,	Mount Washington,	Sheffield,
Dalton,	New Ashford,	Stockbridge,
Egremont,	New Marlborough,	Washington,
Great Barrington,	North Adams,	West Stockbridge.

FRANKLIN COUNTY.

Ashfield,	Gill,	Orange,
Bernardston,	Greenfield,	Shelburne,
Charlemont,	Heath,	Sunderland,
Colrain,	Leyden,	Warwick,
Deerfield,	Montague,	Whately.
Erving,	Northfield,	

HAMPSHIRE COUNTY.

Amherst,	Greenwich,	Southampton,
Belchertown,	Hadley,	South Hadley,
Chesterfield,	Hatfield,	Westhampton,
Cummington,	Huntington,	Williamsburg,
Easthampton,	Northampton,	Worthington.
Goshen,	Pelham,	

For special purposes I have visited schools in other counties, and colleges and academies in this section of the State. I have addressed teachers' institutes, associations and clubs, and normal students in other parts of the State by invitation, and have

attended the National, State and district superintendents' meetings. A large part of my work has been in the towns not having superintendents of schools, where aid is greatly needed. Considerable time has been given to the towns having district supervision of schools because assistance can be made most valuable to the schools through the local superintendent. Schools are visited for the purposes of inspection and assistance. Advice to the teacher and class exercises to illustrate methods of instruction have been given as circumstances required. Sanitary conditions, arrangements for heat, light and ventilation have been inspected and the methods of government and instruction carefully noted. Teachers' meetings are held after the schools are visited, for consideration of matters of interest.

MEETINGS.

These have been held for the purpose of presenting to citizens, committees and teachers subjects of importance connected with the public schools. In some instances a school has continued in session a part of the day, so that the work of teachers and children could be witnessed by parents, thereby increasing their interest in the schools. Illustrative lessons have been given to the pupils at these meetings by Mr. Sargent and myself for the benefit of the teachers. Such topics as "The Relation of Citizens to the Schools," "Intelligent Teaching," "Industrial Drawing," "Nature Study" and "Skilled Superintendence" have been presented at evening meetings, which have been well attended by citizens, who manifest much interest in educational progress.

TEACHERS' INSTITUTES.

These were held, for a day each, at Orange, January 6; at Cummington, May 26; at Belchertown, September 18; at Pittsfield, October 13, and at North Adams, November 22. From these towns and others near them there was a good attendance of school committees, superintendents and teachers. Lessons were given at different institutes as follows:—J. W. Dickinson, principles of teaching; A. W. Edson, language; H. T. Bailey, drawing; J. W. McDonald, algebra, geometry, literature; L. W. Sargent, drawing, nature study; G. T. Fletcher, reading, arithmetic, language, orthography; A. C. Boyden, nature study; Miss Elvira Carver, geography; Miss A. E. Hill,

penmanship ; Miss A. Roach, number work ; E. W. Goodhue, reading, geography ; C. P. Hall, arithmetic, language.

All of the meetings were interesting and profitable, affording teachers an opportunity to become acquainted with one another and to receive some instruction in the best methods of teaching.

LAUREL PARK TEACHERS' INSTITUTE.

To render the work of the Board of Education much more effective in this line, plans were formed three years ago for holding an institute one week at some place convenient for teachers from the four western counties. Laurel Park, in Northampton, proves to be such a location. There are ample accommodations for lodgings, board, and the meetings of the institute. An attendance of one hundred at the session of 1891, of one hundred and fifty in 1892, and of two hundred and twenty-five in 1893, shows that the teachers appreciate the locality and the advantages.

The third annual session commenced June 29 and closed July 5. Fifty towns were represented, nearly all of them in the four western counties. The corps of instructors and their subjects were as follows : Secretary J. W. Dickinson, principles of teaching ; Superintendent G. I. Aldrich, arithmetic ; Agent J. W. Macdonald, algebra and geometry ; Agent L. W. Sargent, industrial drawing ; Principal J. C. Greenough, school management ; Prof. A. C. Boyden, nature study, minerals, plants, animals ; Miss Emma C. Fisher, language and grammar ; Mrs. Mary R. Davis, history ; Mr. W. F. Nichols, geography ; Miss Lizzie A. Beggs, primary work, reading, language, number ; Miss Anna E. Hill, penmanship ; Miss Addie McKechnie, physical culture.

Lecturers : Dr. A. P. Stone, "A Trip to Europe ;" Prof. J. H. Pillsbury, stereopticon views, with explanations ; Mrs. S. S. Fessenden, "Temperance Instruction ;" Agent G. T. Fletcher, manager of the institute.

In the most important branches of common-school work from three to six progressive lessons were given, covering the subjects so fully that the teachers could clearly understand the methods presented. Miss Beggs, principal of the York Street Primary School in Springfield, illustrated her methods of teach-

ing with a class of children. This phase of the work was especially helpful to primary teachers, and they greatly appreciated it. Mr. Boyden illustrated his nature lessons with specimens from the mineral, vegetable and animal kingdoms, and took his classes out for field work. Every lesson and lecture given during the session was very instructive, and it was the unanimous testimony of the instructors that they had never addressed a more earnest body of teachers. Members of school committees and superintendents were present and expressed great appreciation of the work of the institute. All who attended the meetings were of the opinion that the institute should be held in this place annually. The Chautauqua Assembly received a hearty vote of thanks for the free use of its grounds and buildings.

The value of a limited amount of professional training given here will tend to influence the most earnest teachers to take a normal school course, while the immediate results of the instruction appears in better teaching in the schools of this section.

INSTITUTES FOR SCHOOL COMMITTEES AND SUPERINTENDENTS.

These were held in each of the three counties — one at Northampton, September 28; one at Pittsfield, October 12, and one at Greenfield, October 16. There was a very good attendance from the different towns of the counties. These institutes were organized to instruct and to aid school officials in their duties and to discuss methods of work.

Secretary Dickinson spoke at all of the meetings upon "Duties of a School Committee: the authority that should be delegated by them to a superintendent." He answered questions pertaining to the school laws and their application. Other subjects and speakers were as follows:—

Northampton, Sept. 28, 1893.

"Qualifications of Superintendents," G. T. Fletcher, Northampton.

"Union of Schools," Capt. David Hill, Easthampton.

"Accounting for School Books," A. F. Pease, Northampton.

"Grading Country Schools," E. W. Goodhue, Williamsburg.

"Work of a School Committee," Rev. A. F. Hinckley, Northampton.

Pittsfield, Oct. 12, 1893.

“System in Ungraded Schools,” Earl Ingalls, Cheshire; W. W. Abbott, Sheffield.

“School Superintendence, Purpose, Method,” G. T. Fletcher, Northampton.

“Work of School Committees,” Judge Tucker, Pittsfield; W. G. Spaulding, West Stockbridge.

“Relation of a Superintendent to the Community,” W. P. Beckwith, Adams.

Greenfield, Oct. 16, 1893.

“Selection and Training of Teachers,” D. P. Dame, Greenfield.

“Uniting Country Schools,” C. P. Hall, Shelburne; Rev. C. H. Watson, Greenfield; Seymour Rockwell, Montague.

“Grading Country Schools,” E. W. Goodhue, Williamsburg.

“Object and Means of School Superintendence,” G. T. Fletcher, Northampton.

The questions were discussed by committees from the various towns represented.

The meetings were so profitable that permanent organizations were formed to secure meetings annually or oftener.

TEACHERS.

In the three counties more than thirteen hundred different teachers were employed in the public schools last year. Of this large number sixteen per cent. had attended a normal school, ten per cent. completing the course. Two per cent. were college graduates and more than eighty per cent. were “otherwise educated” or uneducated. A large number had received some education in academies and high schools. Some had only the educational advantages of the district school. A few had taken a course in the local training school. Those who attend teachers’ institutes, visit schools and read educational literature keep most in touch with the times.

Natural ability, scholarship, training and experience are essential to the highest success in teaching, but with these must be combined devotion to work or success will not be realized. The western counties have some teachers who stand high in the profession; many who rank well; too large a num-

ber unqualified for their work. Improvement from year to year is evident. With the opportunities now afforded for culture and training no teacher has a reasonable excuse for poor preparation. When school committees demand higher qualifications for teaching, the teachers will secure them and the people will pay for them. Large opportunities and responsibilities devolve upon committees. They should always act as a *body* upon every matter of importance; otherwise their doings have no legal force.

SUBJECTS AND METHODS.

We need to be sure that the best things are being done in the best way. The old branches that are fundamental and the new ones that are useful need proper adjustment. While pupils are studying more subjects and are gaining a facility for doing things, are they developing thought power? Whether the school curriculum is to be enriched by engrafting or by pruning is a question requiring careful consideration. Mastery of the essential branches is more to be desired than a superficial knowledge of those not so necessary.

Primary Schools.

The primary classes in the best schools read, write and draw remarkably well, but their ability to spell is not so marked, excepting in those schools where the old way and the new way are both used by teachers who test methods by results. Many teachers have no definite object in view to which their teaching should tend; hence their methods lack breadth, their work continuity. The primary schools show improvement along certain lines. Habits of observation and power of expression are cultivated, but stress is not laid upon the most valuable practice of memorizing important facts that have special bearing upon future work. More attention might be given with profit to the solution of simple problems calling for thought.

Grammar and Rural Schools.

These hold a position of great importance in the school course. In them many pupils will complete their school work; from them some pupils will pass into the high school. Two things are essential in these grades, the acquisition of elementary

knowledge and the development of thought power. Results in these lines are not satisfactory ; harder study and better teaching are needed. An evident weakness in the higher grammar grades is in part due to the lack of male teachers. It appears in reduced attendance of older pupils and in a lower standard of discipline and instruction.

High Schools.

There are ten of these that have a four-years course, and in standing they compare favorably with similar schools under like conditions in other sections of the State. Courses of study and methods of instruction show that progress has been made within a few years. In mathematical studies better text-books and teaching have developed a little more tendency to independent thinking. In some schools natural science is taught by the inductive method, to the manifest advantage of the pupils. The old way is still in vogue in other schools. More attention is given to the study of English, — an important advance. But as yet there is no well-defined plan of work and the instruction is superficial. An improvement in the method of teaching the ancient and modern languages has been made and better results are anticipated. The public school system reaches its upper limit in this grade, and while the best schools have done excellent work in many respects, the pupils generally fail to show the definite knowledge and mental strength to be expected of them.

Arithmetic.

In this subject much more work is done in the primary grades than formerly. The Grube method has been productive of both good and bad results. To the extent that it has led to a larger use of objects and pictures by the children to represent numbers, their combinations and separations, it has been very beneficial ; but the attempt to teach four processes at once has led to confusion in the child's mind.

Number can be increased or diminished ; the first by addition and multiplication, the second by subtraction and division. The operations are twofold, making more or less. The processes to be emphasized, as shown by the later work of the pupil in practical arithmetic, are addition and multiplication.

Number work should commence with the use of objects, but it is essential to progress that the pupils soon learn to express the facts with abstract numbers. The processes of pure arithmetic must be so thoroughly taught below the grammar grades as to insure absolute accuracy and a good degree of facility.

In applied arithmetic, requiring thought to determine what to do and power of expression to tell what has been done, the results shown in most of the schools indicate that the disciplinary value of arithmetic is not realized.

Language.

Improvement is to be credited to materials and methods in this important subject. Pupils are able to write more readily and correctly than formerly. They learn by observation and practice rather than by principles and rules. The modern textbook is helpful when the teacher understands its purpose, using the plan as suggestive of a method rather than as a text to be strictly followed. The briefer books are generally the better ones. There is much aimless and superficial language work. A judicious use of technical grammar is a necessity in the higher grammar grades, that pupils may understand the principles underlying the right construction of propositions and the correct form of words.

Reading.

This subject is quite well taught in the primary classes of most schools. The new method of instruction is generally adopted, but its fundamental principles and their right application are not always apprehended by teachers; hence the best results possible are not secured.

Reading in the upper grades is poor in nearly all of the schools. Ability to call common words correctly at sight is often wanting, but the glaring fault is lack of expression. Text-books have not furnished the best material for reading. After learning to read the child should read to learn, and he must have reading matter interesting and instructive. The elements of natural science, history, biography and literature should be available for a course of reading. But the inability of pupils to read with fluency and expression in the upper-

grade schools is mainly due to poor teaching. Few teachers conduct a reading exercise with skill and enthusiasm. In teaching reading several objects should be kept in view. Pupils must acquire ability to read fluently and understandingly. They should acquire the habit of reading much and a taste for good reading.

Orthoepy and Orthography.

One has more occasion to pronounce words than to spell them, and much study is necessary to enable a person to do either correctly. Much attention should be given to pronunciation in school, and pupils should be required to consult the dictionary freely.

A teacher says, "The entrance examination at our normal school in spelling is poorer every year." Evidently the practice of oral spelling should be revived, while there should be no less of written spelling. Two things are necessary to secure better results: a judicious selection of words and a better method of teaching. The common words, not difficult to spell, should be learned by children during the first three years of school life. The common difficult words should be thoroughly mastered during the five or six years covering the grammar school period. Spelling should be a daily exercise in the high school. When only the common difficult words that the "average citizen" will have to use in his correspondence are selected it will be seen that the correct spelling of them can be acquired for life in the period of time mentioned by learning to spell only two new words a day. At present words are taken haphazard, and from ten to twenty-five are given for a lesson. There is little intelligent study of the words, and the result is very poor spelling.

Physiology and Temperance Instruction.

The introduction of this subject has had a twofold result. Physiology is now taught in most of the schools, whereas it was taught in very few schools ten years ago. Much of the instruction is very elementary, some of it crude, but it has value, especially in the line of hygiene, its most important feature to children.

As the public schools exist to promote good citizenship,

instruction in the line of temperance is a necessity when the prosperity if not the permanence of the state is imperiled by intemperance. While instruction in this subject is based upon physiological principles, its influence upon children will be most effective when illustrated by lessons drawn from life, showing the effect of the use of tobacco and intoxicating liquors upon individuals and society. Moral instruction must have prominence to strengthen the will to resist temptation.

Nature Study.

Lessons have been given to teachers upon this subject at the institutes and teachers' meetings, and it has been introduced into a few schools in connection with reading and language exercises. It may become a very interesting and profitable study.

Drawing.

Considerable progress has been made during the year in the introduction of industrial drawing, through the efforts of Mr. Sargent, who reports fully upon the matter.

Manual Training.

The city of Northampton has won a high reputation for proficiency in this line of work, due to the efforts of Rev. F. A. Hinckley, supported by Superintendent Pease and the school committee. The method is largely original with Mr. Hinckley, and his devotion to its success with untiring energy has enabled the teachers and pupils to make remarkable progress in it.

Superintendence.

There has been no increase or diminution of the number of supervision districts during the past year. The reduction of the number of schools required to form a district from thirty to twenty-five should lead to the formation of more unions in the small towns. While the results of the plan are not all that are desired, they fully meet expectations where conditions are favorable. The following results are evident: better teachers are employed; courses of study are arranged; methods of instruction and discipline are improved; school attendance is increased, and the pupils make more substantial progress.

School visitation by the superintendent is systematic and as frequent as possible. Knowing the condition and needs of every school and being an expert in his line of work, he is able to aid and direct the teachers.

The teachers' meetings, under the direction of the superintendent, are productive of great good in unifying the school work. The standard of teaching in the towns having superintendence has been greatly raised within five years, and this skilled oversight is appreciated by the most intelligent citizens, school committees and teachers. Opposition to it is due to prejudice against new things, lack of knowledge of the needs of the schools and the value of superintendence, some possible loss of influence and emolument by committees who do not serve the schools with a "singleness of purpose," and fear that the small expense will be a burden. There is a growing sentiment that the State should make superintendence compulsory, as it is necessary to the highest efficiency of the school system. As the State pays half the salary of the superintendent and gives five hundred dollars to the group of towns forming the union, to pay teachers' salaries, a law making district supervision of schools obligatory would not seem to be unreasonable or oppressive.

The towns of Amherst and Greenfield employ superintendents this year, and Ware voted at its annual meeting in March "to refer the matter of appointing a school superintendent to the school committee, with power to act."

THE HILL TOWNS.

These have lost from ten per cent. to fifty per cent. of their population and valuation within the past twenty-five years. The exodus of young men and women to the cities of Massachusetts and the States of the West has left many of the towns poor in people and property. For what these rural communities have done, and may do, for the Commonwealth they deserve aid in their time of need. The State should coöperate with the towns in securing for their children educational advantages equal to those possessed by wealthy communities. The school population has diminished in a greater ratio than that of the adults because large families of children were common formerly, uncommon now; but the number of schools has not been

reduced in like proportion to the number of the children, and as a result many schools are too small to be interesting and profitable.

Some Statistics.

Last year sixteen towns in three counties had a school attendance of only 1,076 pupils, an average of eleven to a school for seven months in the year. The average cost per pupil for schooling was \$18.33. As some schools had only six pupils and a few only three, the cost per pupil was much greater, being as high as \$60 in the smallest school, while in a school of twenty-five pupils the cost averaged less than \$8. These figures show the expensiveness of educating pupils in small schools, a fact which the people do not seem to realize. The average wages of teachers in these towns was only \$5.50 a week, for which sum good teachers cannot be secured.

MEANS OF IMPROVING RURAL SCHOOLS.

Two things may be regarded as objects to be kept in view: efficiency and economy. Means to secure these ends are: comfortable and convenient school-houses; necessary appliances; no more schools than are needed; intelligent teaching and skilled superintendence. There cannot be efficiency without economy in school matters. A scattered population with small means must endure some privations not felt in thickly settled communities, such as remoteness from post office, stores, church, schools, physicians; but in this Commonwealth every child should have opportunities for a good common-school education. The State must give more pecuniary aid, perhaps by increase of the school fund and distribution of all the income of it among the poorer towns.

Country people should perceive that the conditions under which the old district school was a power in the land no longer exist. Fifty pupils in one school, ranging in age from four years to twenty-one years, many of them mature young men and women, was no uncommon occurrence less than fifty years ago. Last year nine towns had less than fifty pupils as an average attendance in *all* of their schools, and twenty-one towns had less than seventy-five pupils as a total average attendance; but some of these towns had eight schools. It must be evident

to every intelligent, candid person who gives the subject consideration that a less number of schools is a necessity and that only by combination can this result be attained. If a rural school has twenty-five pupils, a competent teacher can be economically employed. In a good community such a school has advantages not possessed by village or city schools. When the attendance is small in schools it seems to be wise to effect in some way a union of schools.

In many towns the schools can be conveniently united by twos or threes, according to size and location. In other towns all the children can be gathered at a center where a graded school can be established. Only in this way can the best primary instruction be secured and a high school become a possibility.

These facts should have great weight with the people. A few good school-houses will be needed, and the cost for repairs and fuel will be reduced. Fewer and better teachers will be employed and the children will receive better instruction, which is the ultimate object to be reached, as only for them do schools exist.

CONVEYANCE.

If schools are united the town must appropriate money for the conveyance of those children who have too long a distance to walk. There are some objections to any plan of union, but they are overbalanced by the advantages. When the people in the rural towns are willing to do all they can to educate their children, the State should supplement these efforts wisely by money and management. Many towns have made a good beginning in this work. The following letter from Seymour Rockwell, Esq., of Montague, for nearly thirty years a member of the school committee of that town, is given here, at my request for the results of his experience:—

MONTAGUE, MASS., Dec. 6, 1893.

MR. G. T. FLETCHER.

DEAR SIR:— For eighteen years we have had the best attendance from the transported children, no more sickness among them and no accidents. The children like the plan exceedingly. We have saved the town at least \$600 a year. All these children now attend school in a fine house at the center, well equipped. The schools are graded. Everybody is converted to the plan. We encountered all

the opposition found anywhere, but we asserted our sensible and legal rights and accomplished the work. I see no way to bring up the country schools but to consolidate them, making them worth seeing; then the people will be more likely to do their duty by visiting them.

Yours truly,

SEYMOUR ROCKWELL.

GENERAL CONDITIONS.

Substantial educational progress has been made during the year. Nearly all of the school-houses are in fair condition, though a few dilapidated structures remain as relics of the past and monuments of long and valuable service, but they will soon disappear. More and better blackboard surface is found and the supply of maps and charts has increased. Text-books and other school supplies are generally furnished in sufficient quantities, but in a few towns books are not supplied promptly. There has been a change in the condition of school out-houses with regard to the comfort and morals of children, but much more needs to be done. Parents are urged to request the school committees to give more attention to all matters pertaining to the welfare of the children.

A larger sum of money from the income of the school fund has enabled committees to lengthen the school terms and to employ better teachers.

District supervision of schools has become more efficient, and as a result the teaching has improved and the attendance of pupils has increased.

FRANKLIN COUNTY TEACHERS' ASSOCIATION.

Through the efforts of Superintendent D. P. Dame of Greenfield, a county association was organized in November. The opening session was well attended and the organization gives promise of usefulness.

THE STATE AND THE SCHOOLS.

Can the Commonwealth do more through the public schools? The courses of study are an accumulation of branches through additions and changes made from time to time to meet new conditions. It may be time to have a reconstruction of the

curriculum based upon educational principles, the wisdom derived from experience and the needs of the age.

Much has been done for the training of teachers and to secure skilled superintendence of schools, but many incompetent teachers are employed and many schools are not under supervision. Many children are not in the schools because truant laws are defective or because they are not enforced.

The poor towns need more money for school purposes, but if the State gives it, means must be adopted to secure its wise expenditure.

In some towns the employment of incompetent teachers is a probability, in others a certainty, unless the standard of qualifications of those allowed to teach in the public schools is raised. Additional normal schools would increase the supply of trained teachers. If there were opportunities for ambitious teachers to obtain State certificates by passing a satisfactory examination, the best teachers would secure them and the best committees would employ such teachers. Scholarship, training and successful experience would receive a recognition not now accorded to them.

G. T. FLETCHER.

NORTHAMPTON, Dec. 30, 1893.



E.

REPORT OF JAMES W. MACDONALD,
AGENT OF THE BOARD.

REPORT.

To the Board of Education.

I have spent the year since my former report in visiting schools, holding teachers' meetings, assisting at teachers' institutes and conventions, responding to calls as far as in my power to address public meetings of various kinds on the subject of education, endeavoring to induce towns to organize districts for the employment of superintendents, and answering the large correspondence that comes to an agent of the Board of Education, for consultation and advice.

I have held five teachers' institutes of my own, besides assisting at many others in all parts of the State. Of the five, one was a high-school teachers' institute at Lawrence, in May; the others, four general institutes at Hamilton, Danvers, Amesbury and Marshfield. Of these a detailed account appears in the secretary's report. I also held two meetings of school committees and superintendents, one at Brockton and one at Salem. Although the places were central, and the programmes contained topics of general interest, yet the attendance showed how difficult it is to get members of school committees to come together to study questions of education or of school management, and emphasizes the importance of skilled supervision.

I have also held a considerable number of local meetings of high-school teachers whom I had visited in their schools, and the interest and spirit of inquiry manifested at these little gatherings suggested an experiment that has succeeded beyond my expectation. In the belief that it would benefit the cause of high-school instruction if teachers engaged in teaching the same branch should meet together and exchange ideas regarding aims and methods, and after consultation with a number of principals, who gave it their hearty approval, I began in October to hold in Boston Saturday conferences of high-school teachers, to which superintendents were also invited. Seven of these

were held during the months of October, November and December, two on English literature, two on rhetoric, two on history and one on Latin.

The plan of these conferences was simply to submit in condensed form certain propositions or queries respecting the subject under consideration, and, after a general discussion, to postpone definite action until some later meeting, in order that the teachers individually might have time to think over the points set forth. I have a feeling that among teachers too many of those who are really awake to the importance of an aim and a method in what they teach wait for some one to give them explicit directions and accept these directions too servilely; that is, do not give personal thought enough to them to make them their own. It is surprising how bad a teacher's work may be when he is imitating a good method. One of the aims, then, of these conferences was to develop thinking and self-reliance, and there is reason to believe that the aim has not been fruitless, though such results for the best part must be a question of time. The pure conference idea was not carried out at all the meetings, as prepared papers were introduced at three of them, for without this it is doubtful whether as yet teachers as a whole have the patience to sit and besiege a subject for themselves.

The conferences on English literature unanimously adopted the following propositions regarding the study of it, and appointed a committee of three to see if some modification of college requirements could not be obtained, so that literature could be taught in accordance with the aims set forth in these propositions:—

Definition—English literature, in the limited sense in which it is used to designate a study in our schools, means that part of the great body of English writings (composed according to approved principles of grammar and rhetoric) in which the chief aims are to appeal to the imagination and emotions, and to furnish intellectual recreation and refreshment.

Purposes of the study:—

1. To cultivate a power to read understandingly; that is, to appreciate the language, to grasp and carry along the train of thought, to perceive the relative value of the successive ideas, and, lastly, to generalize and deduce the central points.

2. To acquaint the pupils with certain principles of criticism, and with standards to guide them in forming their judgments as to what is good in literature.

3. To develop in the pupils a taste and liking for good literature that will abide with them in after years, and lead them to a wholesome employment of their spare time.

Suffice it to say that if the above propositions are thought out and carried out to their legitimate end it will revolutionize nine-tenths of the teaching of English literature in the high schools of the State.

At the last conference on history the appointment of a committee was voted to study *de novo* aims and methods in teaching history, and report a year hence. Among the many who helped make these conferences a success I must mention the names of some who have rendered special service: Secretary J. W. Dickinson, Mr. Chas. C. Ramsay, principal of the B. M. C. Durfee High School, Fall River, and Miss Maud Wood, Chelsea High School, in rhetoric; and Miss Julia N. Cole, Newton High School, Miss Mary E. Wilder, Gloucester High School, and Mary E. Whipple, Worcester English High School, in history, and Mr. Andrew J. George, Newton High School.

The attendance at these conferences was an agreeable surprise. Instead of the twenty or thirty whom I had looked for and had planned to accommodate in a committee room of the State House, the numbers attending compelled us to seek a room elsewhere. Boston University generously granted us the free use of Jacob Sleeper Hall, where all the meetings were held except the first. The attendance ranged from seventy to a hundred and fifty.

I have dwelt upon these conferences for two purposes: First, to call attention to the fact that so many teachers of a single branch of work would come together on a Saturday of their own free will, and many of them long distances, as indicative of the professional zeal that pervades a large and *increasing* number of high-school teachers to know and attain to whatever is best in their lines of instruction. The spirit of inquiry and progress, to which I alluded last year, is still more marked to-day. It is shown not only by the attendance at these Saturday conferences, but by the scene in the high-school section of the

last meeting of the State Teachers' Association, where the room was crammed to overflowing, though the meeting was held in vacation time and the discussion touched but a single topic. To one, however, who is permitted to visit teachers at their work such evidences of a spirit of progress are not needed.

I do not mean that all high-school teachers feel or respond to this spirit, or as yet that even half do.

I know
Too well the picture has another side;
How wearily the grind of toil goes on
Where love is wanting.

That a great many teachers are impervious to any such a spirit is too evident and, considering the way in which appointments are secured, to be expected; but encouraging signs tend to make one patient with a lethargy that is decreasing.

There are two kinds of teachers that, more than any other, block the way of progress. The first is the superficial young lady, who has been through the academy or college, who owes her appointment to family influence or a teachers' bureau, who does not intend to make teaching a life work if she can help it, but only a sort of pastime while waiting for the dearest desire of her heart. Her idea of education is a stuffing of Greek or Latin syntax; and of scholarship, the ability to parse any word in the required Cæsar, Cicero or Virgil without taking breath. Her own education has been by a cramming process. She has no suspicion that there can be any better way, and, ignorant of the meaning of her work and its bearing on the lives of her pupils, she feels no impulse to find one. The other is a class of teachers of both sexes who for the most part got their positions years ago by virtue of residence, who are teaching just as they taught twenty-five or thirty years ago and just as they themselves were taught still earlier, to whom the text-book is the fountain of knowledge and education is memorizing, and who feel no incentive to improve their ways because they hold their positions by a tenure more secure than merit. Again and again I have found such teachers making history, mathematics, English literature or science odious to their pupils, whom they goad on to their lifeless work by a plan of daily marking reci-

tations. Both these classes are alike in this, that they will not put themselves in the way to improve. They disdain teachers' conventions and conferences as things from which they get no good. If I met them at such gatherings, unless on a school day expressly given them for that purpose, I would consider it a marvel. I need not, however, dwell longer on a class of teachers whose numbers I fully believe are declining. The unfortunate thing is that they all count as school teachers, and there is no public or professional recognition of the difference between the studious, thinking, progressive teacher and the unprogressive and inert. I believe that opportunity and provision for such a recognition should be offered, not only as an incentive, but as an act of justice to all teachers who have the true professional spirit. The State Board of Education might be empowered to grant a diploma, perhaps a degree, and as a preparation for it, offer a course of professional study to superintendents and teachers in actual service, extending over, say, two years, and embracing such subjects as history of education, principles of teaching, psychology (practical), logic, aims and methods, hygiene, school laws, etc. The students might be allowed to pursue the studies in any way they chose, but they should be subject to regular examinations, and theses should be required of them. This should be supplemented by regular inspection of their actual school work. Those receiving the diploma should be enrolled in a catalogue published annually and furnished to superintendents and school committees. The standard should be set reasonably high so as to make the diploma worth striving for and an honor to the holder. I believe that such a scheme would be a great incentive to educational study, and would be welcomed by all live teachers. It may be added that there are a great many teachers and superintendents whose services in the cause of education would entitle them now to receive such a recognition, and they might be willing to receive it if it were not made too easy of acquisition. Something of this sort was suggested last year, but nothing came of it.

A second thing suggested by the Saturday conferences was the lack of a room or any provisions whereby the secretary or an agent of the State Board could call together any considerable number of teachers for consultation without defraying the

expense out of his own pocket or soliciting it from those whom he had called together, some of whom have already been to considerable expense to attend. Furthermore, it is well known that Boston is the centre of a large number of educational meetings of various kinds. The data are not at hand for stating how many, but scarcely a week of the school year passes without from one to four such meetings. All of these are of value to the State as supplementing and even supplying normal-school instruction, and some of them of national importance, as the meeting of the Superintendents' Department of the National Educational Association last February. It would be a becoming act and one well repaying the cost if the State Board of Education could facilitate such gatherings by extending to them its hospitality.

It may not be out of place to say in addition that it is highly desirable that the State educational exhibit at the World's Fair should be preserved and added to from year to year with new school work; that there is a need of a good educational library; and that there is a great need of a place for keeping on exhibition, where they can be seen and studied, models and drawings of everything pertaining to school equipment, from school architecture and methods of heating and ventilation to the smallest piece of apparatus used in teaching. A resolution looking to the establishment of such an educational headquarters, introduced at the last meeting of the State Teachers' Association, received a hearty endorsement. To building committees and those equipping schools, such a place for comparing and studying what is best and getting scientific and unprejudiced data for their work would be invaluable. To give one illustration: a great deal of attention is now being paid to heating and ventilation, and an increasing number of school buildings are getting pure air; but are they getting it with a reasonable degree of economy? There are grounds for much doubt in this respect. In some school-rooms the air seems to be changed oftener than is necessary, and in others, a part changed too often and a part not changed often enough. Where is the fault? Building committees cannot always be composed of scientists, and they find themselves at the mercy of agents who are certainly not inclined to belittle the merits or extol the defects of their devices. The consequence is that a good

many crude and unscientific imitations of what seems to be good find a market, with, perhaps, a saving in first cost, but constant waste thereafter. It is easy to see how it would be in the interest of economy to have a place where such things could be intelligently investigated.

If the four things mentioned above shall be provided for in some convenient place, it will be an institution creditable to the State and well repaying the cost of establishing it.

It was my intention to make, during the year just passed, a careful study of high-school courses, with a view to reporting upon them at the present time, with such suggestions as I might be able to make. For two reasons I have concluded to withhold such a report. First, because the question proved to be many sided and one that demanded a great deal of careful thought. It bears too many evidences already of snap judgment. Second, because the reports of the committees of ten of the National Educational Associations are soon to appear (they will probably be issued before this is printed), and it seemed best to await the recommendations of those committees. That the reports of these committees will have great weight is justly to be expected, and it is therefore to be hoped that they will be more than mere recommendations. If the recommendations are accompanied, as they probably are, by explicit statements of the legitimate ends to be sought in each study, — that is, what each study can legitimately be held to accomplish in the mental furnishing, and by a complete argument showing that the method advised is in exact accord with pedagogic and psychological principles — in other words, if the reports contain the why as well as the what, they will certainly be a great contribution to the cause of secondary education.

There are evidences that the colleges are every year growing to appreciate more and more the value and influence of high schools as fitting schools, and with a more liberal view on the part of some of the colleges as to what constitutes a fitness to pursue profitably a course of study within their walls, it is to be hoped that the two may draw closer together for their mutual good. It may not, however, be amiss to say in this connection that efforts on the part of the college to influence and direct the course and method of study in the high school

should be made with great caution and deliberation, and all suggestions to that end coming from such a source should be accompanied with the philosophical reason therefor. Such suggestions, as coming from a higher institution, demand and should receive respectful consideration, but there is likely to be given even to hasty recommendations a greater weight than they actually merit. As there is nothing in the standing of a high-school teacher that makes him an authority in primary education, but on the other hand much to disqualify him, so there is nothing in the standing of a college professor that makes him an authority in secondary education, unless he gives to certain educational questions a thorough study that few men have time to give outside of their own field of work. The general influence of the college on the high school has been and is helpful in many ways, but in some special cases directions from this source have worked great harm. A case in point is the study of English literature. For fifteen or twenty years the secondary school had been developing, against various obstacles, a sensible course of study in English literature. A few years ago certain college authorities, finding that students came to them not perfect in the art of writing English, undertook to bring about a reform by instituting what has been known as college requirements in English. By these requirements selected masterpieces of English literature were prescribed to be read, and the examination questions soon made it evident that they must be got up in such a way that students would be ready to reproduce, describe, analyze and criticise them in whole or in part. Many secondary teachers who appreciated the true province and purpose of literature deplored this action; nevertheless it went into effect, and, coming from such a source, was accepted by most teachers as something the wisdom of which they had no right to doubt. So studying the selections with a view to reproducing them became the general practice, not only for the few who were going to college but for the many who were not. The result has been that the study of English literature has been largely diverted from its legitimate use into a profitless memorizing of details to be "written out in the pupil's own language." In other words, masterpieces of our literature are treated as mere reservoirs from which pupils draw facts to re-write, spoiling both

the thought of the author and their own natural style of expression. One of the most prominent and highly esteemed teachers of the State justly said of the plan that "it was the worst that human ingenuity could invent." It seems to me to be a plan hastily conceived and adopted without proper deliberation.

First. It ignores the legitimate aim in the study of literature and keeps the pupil's mind in a false attitude towards what he is reading.

Second. It confuses training in the art of composition with the study of literature, though they are two very different things. English composition has no closer connection with English literature than it has with every study that teaches the pupil ideas and calls upon him to express them, as, for example, in good science work.

Third. It does not take into account that no one, and certainly not young people, can re-write thoughts taken directly from one book without falling into a patchy phraseology, partly his own and partly the author's, so that the practice rather encourages plagiarism than develops an idiomatic use of English.

Fourth. It disregards the principle that to write well the writer must deal with ideas within his own experience or with ideas that he has thoroughly assimilated by long and careful reflection, and with ideas proportioned to age and maturity, which cannot be the case in getting up the college requirements in English.

Fifth. It ignores the fact that a course in English literature, however read, to be profitable must be systematic and progressive, and that this cannot be the case in reading selections taken at random.

It was to be expected that such a scheme must fail, and at the last meeting of the State Teachers' Association Professors Kittredge and Briggs of Harvard, speaking in the high-school section, with a frankness highly creditable to both gentlemen, admitted that it has proved a failure. But it has been more than a failure. It has done an injury to the study of English literature that will require much time to remedy. However, since the present plan is an acknowledged failure, it would seem an easy thing to institute a wiser one. The college can safely leave the whole matter to the secondary schools them-

selves, or if they feel they must have some say in it, it should simply be to require the schools from which they receive students to furnish a satisfactory course in English literature and satisfactory training in English composition, leaving it to the secondary teachers to work out the details for themselves. In measuring results one thing should not be forgotten, that a college or any other examination does not permit conditions favorable to logical thinking or faultless composition.

I shall call attention to but one other particular in which the college influence is working injury in the secondary school. It is the teaching of mathematics, especially of geometry. The general usage at present is a text-book containing the standard syllabus of connected propositions fully worked out, for the pupil to learn, supplemented by a great mass of what are called "originals," which the pupils are supposed to prove for themselves. These "originals" are more or less manifest deductions from what the pupil has memorized from the syllabus, and while the memory is fresh, comparatively easy. They are not, however, links in any chain of reasoning, but they are disconnected and mostly useless theorems, ending in themselves, and valuable only as a confession on the part of book-makers and teachers that the syllabus learned by rote does not furnish the mental training that it is the function of geometry to furnish. The present practice seems to have sprung from the discovery by the colleges of this lack of results, and the introduction into their examinations of "originals" to test power. It has grown into a covert rivalry between the college and the high school; the one trying to introduce into examinations "originals" that the student has never seen, and the other trying to outflank the college examinations by giving their pupils all the "originals" that can be thought of. The result is a misdirection of study and a sad waste of time. The same waste of time that has been condemned by two such eminent authorities as President Eliot of Harvard and President Capen of Tufts, as going on in the study of arithmetic in the grammar school, is even more chargeable against the study of geometry in the high school. In this contest the college evidently has the advantage, for the number of possible "originals" is infinite, and the introduction of geometry into the grammar school will be

necessary if for nothing else than to give the high school a start in the race. I am heartily in favor of introducing both algebra and geometry into the grammar school as something desirable and meritorious in itself, but if it is only to take the time now wasted in the grammar school on arithmetic and give it to the high school to be wasted on geometry, the change will be hardly worth making.

I would add the following suggestions as to a course in algebra and geometry that would in my opinion give better results than the one now followed :—

- I. Algebra twice a week during the eighth year in the grammar school, as follows :—
 1. Simple arithmetical problems whose solution is facilitated by the use of x .
 2. The use of letters to express quantities, and adding, subtracting, multiplying and dividing positive quantities.
 3. Theory of negative quantities and adding, subtracting, multiplying and dividing by them.
 4. The parenthesis.
 5. Multiplying at sight certain binomial forms.
 6. Factoring at sight a few of the simpler cases giving binomial factors.
 7. Greatest common divisor and least common multiple of such quantities as can be factored at sight.
 8. Solution of simple equations of two unknown quantities.
 9. Working arithmetical problems by algebraic formulas.
- II. Geometry in the ninth year of grammar school, two hours per week.
 1. The study of abstract form.
 2. A syllabus of propositions that can be for the most part demonstrated by method of application.
 3. Application of these propositions to examples in mensuration, surveying, etc.

NOTE.—The best possible preparations for this course in geometry is a course in geometrical drawing during the two or three previous years.

III. Advanced algebra the first year in the high school.

IV. Geometry the second year in the high school.

1. The study of a syllabus, including all propositions necessary to scientifically open to the student the road to higher mathematics, and little else ; the study to be by a method that gives mental training as well as information.

2. Problem work, such as the following :—

- (a) Express in terms of the radius the side of an inscribed equilateral triangle ; of an inscribed square ; of a regular pentagon, octagon, decagon, etc.
- (b) Express in terms of the radius areas of the same, segments formed by the sides of the same, etc.
- (c) Construct the equation

$$x = \sqrt{ab}; x = \sqrt{a^2 - b^2}; x = a x \sqrt{a^2 - b^2}, \text{ etc.}$$

An excellent field of work.

3. Solid geometry.

V. Use of logarithms (third year if necessary).

VI. Trigonometry, in the use of the sine, cosine, tangent and secant in computing triangles.

Where algebra and geometry cannot be put into the grammar school, solid geometry might be omitted.

A word more about algebra and geometry in the grammar school. I believe that the introduction of algebra into the eighth year and geometry into the ninth year are steps greatly to be desired. These studies should widen the pupil's mathematical horizon, give him a needed mental training, and make him better able to deal with problems even of arithmetic than if his whole time had been given to it alone. All this, however, depends on the teacher and the method.

First. The interest of the pupils in the study must be awakened and held. If the work is allowed to become lifeless drudgery, it will, so far as it does anything, repel pupils from continuing in the high school.

Second. Whatever is taught should be along strictly scientific lines. All puerile and unscientific devices that must afterwards be unlearned should be avoided. Especially there should not be taught under the name of geometry things that are not geometry.

Third. The teacher should be able to teach both algebra and geometry without a slavish dependence on a text-book; he should have the courage to eliminate everything artificial or needless, and the wisdom to know that pupils will learn the meaning of terms better by using them than by set definitions.

After all, the great problem, I fear, will be the teacher. It is surprising how few can put into their teaching enough enthusiasm and ingenuity to make mathematics interesting.

I am happy to report a marked improvement in many schools in the teaching of Latin. The improvement is most noticeable in the English of translations. With the exception of teachers who never leave their own narrow boundaries to learn what is going on in the outside world, considerable care is now given to this phase of the study. The lack as yet is in expression in translating into both Latin and English, but many teachers are carefully working along this line and another year may find several schools leading the way. It is surely time that Latin was taught in such a way as to yield results commensurate with the time given to it and what it costs. Reform in Latin teaching is hampered by four prime causes: the traditions of the past; unqualified teachers; the general lack of an intelligent aim; and college examinations. If all the colleges, in their Latin requirements, would follow the example of Harvard, there would be no longer any excuse for poor methods of teaching on this score, but unfortunately only a few have done so; therefore a great amount of grammar cram is still kept up, and in fact seems to be the only way of teaching Latin that many teachers understand. Again, the high school is dependent on the college for its Latin teachers, and in many of them the language is taught under such bad traditions and in such an aimless way that their students come out worse than poorly equipped, for they are wrongly equipped. Under such circumstances any reform in teaching Latin must be slow. It must, indeed, be carried into the college. I believe that the first year's work should be almost entirely writing Latin, only enough Latin text being given the pupils to serve as models, and in this way they, without learning rules, should be familiarized with the exact value of forms and with all the principal constructions. Drill in reciting paradigms should follow and not precede this work. This is more important than may at first appear. For pupils to recite case or tense forms without associating with each as they give it its exact meaning is of less value than teachers are inclined to think. This is shown by the fact that pupils thoroughly drilled in this way will persistently blunder in using the same words in sentences. From the first lesson stress should be put upon the arrangement in expressing the thought, as well in putting Latin into English as in putting English into Latin. In all

English translations good idiomatic English should be required, and instead of the usual grammar questions all new constructions should be mastered by Latin composition. When Cæsar is begun, as each lesson is read the pupils should be taught to reproduce it as indirect discourse, after some such phrase as *Apud Cæsarem legimus*, or *Cæsar scripsit*, etc. By the time the chapters of Cæsar containing indirect discourse are reached they will present little difficulty. There should be plenty of sight reading, and the pupils' ears should be trained by stories in Latin told by the teacher or one of themselves, throughout the course, after the first two or three months. The ear is really the natural channel for learning a language. The ultimate aim should be to give the pupils the ability to read intelligently at sight ordinary Latin without translating it at all.

J. W. MACDONALD.

DEC. 30, 1893.

F.

INDUSTRIAL DRAWING.

REPORT OF HENRY T. BAILEY,

AGENT OF THE BOARD.

REPORT.

To the Board of Education.

I have the honor to present herewith my sixth annual report.

My first annual report contained a statement of the condition of art instruction in the State, as indicated by statistics gathered in 1888. A period of five years has elapsed, and it now seems well to give similar statistics gathered in 1893, that comparisons may be made to indicate relatively the present condition of art instruction in Massachusetts.

THE STATE NORMAL ART SCHOOL.

During the past five years this institution has not only maintained its high rank, but has steadily improved. Its present condition is shown by the report of the Board of Visitors printed in this volume. Its graduates are in demand; not those who spend merely one year there, but full graduates from one or all departments. This demand will increase, for each year more is required of a specialist in every line of art instruction, and especially in supervision of drawing in the public schools. The supervisor must hereafter have more training than can be had in one year at the State Normal Art School or any other; more than can be derived from a year's correspondence with some publishing house; more than can be acquired in one session of a summer school. With modelling persistently creeping into the grammar grades, with nature studies requiring illustrative sketching, with manual training demanding practical mechanical drawing, with an enriched grammar course calling for historic art, the supervisor of the future must be a person of broad view and marked ability, not one having simply a few patented prescriptions to administer. He must be a person who knows the fundamental principles of psychology

and pedagogy ; one to whom the realms of the natural sciences and of the arts and of history are not altogether undiscovered country ; one who loves children more than favor or place or money ; one who not only “ appreciates art ” but who actually produces artistic work. The State Normal Art School, although cramped for room and lacking the rich collections of art treasures with which it should be supplied by the State, although handicapped by being obliged to receive students who cannot draw, and by losing them before they have completed the required work, has, nevertheless, broad, fundamental and unhampered courses of instruction, and with its able and enthusiastic instructors is better prepared than ever before to furnish the required product.

The new regulation that pupils must complete class A or pass an equivalent examination before entering the public school class is a move in the right direction, but the one year’s training in that class will never count for all that it ought until it is backed by sound pedagogical instruction in every other class. Every lesson given in every class should be a model for the inspiration and instruction of those who are one day themselves to instruct others.

THE STATE NORMAL SCHOOLS.

These schools are slowly gaining influence throughout the State. The rule requiring applicants for admission to pass an examination in drawing is having its effect upon delinquent towns. When the graduates of country high schools are rejected because of inability to meet the requirements of so simple an examination as the following, given last September, their native towns conclude that it is about time to comply with the statute : —

ENTRANCE EXAMINATION IN DRAWING, STATE NORMAL SCHOOLS, SEPTEMBER, 1893.

1. With pencil and ruler draw an oblong having the *proportions* of this sheet of paper. Measure the sheet and mark its dimensions on the sketch.
2. Draw accurately, with the ruler, an equilateral triangle having a three-inch base.
3. Make a freehand sketch of a window in the room.

4. On the right half of a sheet of paper make a drawing of a leaf from the object; pin the leaf upon the left half of the sheet.

5. Make a drawing of a cylinder standing on its base, in front and a little below the level of the eye.

These questions seem to be very elementary, but they fairly represent an average of the five different examinations suggested by the five normal drawing teachers. The examination will be more rigid each year.

Under the new course the work during the past year has improved. It is still far below what it should be. The standard must be rapidly raised. New models, casts and books of reference have been added in each school. The teachers without exception manifest the true professional spirit. The pupils begin to realize that drawing is a language for daily use in geography and history, in mathematics and the sciences, and they are actually learning to draw.

In the Bridgewater school the entire time of one person is devoted to instruction in drawing. The results amply justify the outlay and prove the wisdom of the plan. I believe that the time has come when a similar course should be pursued in the other schools. In view of the increasing demand for drawing in the public schools, and of the importance of the study as a means of developing a quick eye and a cunning hand, and of its unsurpassed value as a broad culture study, drawing should no longer be dwarfed by inadequate time or by a low grade of instruction.

I believe it unwise to employ normal drawing teachers *by the day*, as though they were street laborers. Their entire time should be employed, that they may have opportunity not only to teach their own classes, but to visit others and to compare their work with that of others, and that they may also spend some time each week in actually teaching children in the practice school. Without such personal contact with children teachers soon drift into the theoretical and the visionary.

I believe it bad policy to value the work required of normal drawing teachers at from four to six hundred dollars per year. The best supervisors of drawing in the State receive from one thousand to sixteen hundred dollars per year and give equivalent service. Equally valuable service should be demanded

in the normal schools. If we wish better teaching in the public schools we must enrich the fountain at its source. Fifteen hundred dollars should be the minimum compensation for teaching drawing in the normal schools, and that being fixed, the State should demand instruction at least equal to the very best in the Commonwealth.

THE FREE EVENING DRAWING SCHOOLS.

The following statistics have been gathered from returns made at the close of the session of 1892-93 :—

Free Evening Drawing Classes. — Session of 1892-93.

	CITIES AND TOWNS HAVING MORE THAN 10,000 POPULATION REQUIRED BY LAW TO MAINTAIN A FREE EVENING DRAWING SCHOOL.	Population. Census of 1890.	Number of Schools.	Number of Weeks in Session.	Number of Evenings per Week.	Total Number of Pupils.	Males.	Females.	Average Age.	Number in Free-hand Classes.	Number in Mechanical Classes.	Number of Teachers.	Pay of Prin- cipal per Evening.	Pay of Assist- ants per Evening.
1	Boston, .	448,477	5	21	3	514	426	88	22	198	316	27*	\$7 50†	\$5 00†
2	Beverly, .	10,821	†	†	—	—	—	—	—	—	—	—	—	—
3	Brockton, .	27,294	2	16	2	68	54	14	24	18	50	3	5 00†	4 00
4	Brookline, .	12,103	1	15	2	25	25	—	(?)	—	25	1	2 50	—
5	Cambridge, .	70,028	2	17	3	242	150§	92§	(?)	84	158	10	5 00	3 00
6	Chelsea, .	27,909	1	15	2	90	76	14	19	39	51	2	4 25†	2 00
7	Chicopee, .	14,050	2	24	4	79	37	2	19	—	79	1	—	—
8	Clinton, .	10,424	1	42	1	37	—	—	20	—	37	1	—	—
9	Everett, .	11,068	1	—	—	—	—	—	—	—	—	—	—	—
10	Fall River, .	74,398	1	16	4	130	122	8	19	81	49	6	5 00	3 50
11	Fitchburg, .	22,037	1	25	3	69	56	13	19	32	37	2	4 00	1 50
12	Gloucester, .	24,651	†	—	—	—	—	—	—	—	—	—	—	—
13	Haverhill, .	27,412	2	20	2‡†	47	27	20	(?)	30	17	2	3 50	2 00
14	Holyoke, .	35,637	1	20	3	91	88	3	22	—	91	1	5 00	—
15	Hyde Park, .	10,193	1	17	2	50	50	—	17	—	50	1	3 00	—
16	Lawrence, .	44,654	1	20	4	80	80	—	(?)	—	80	2	6 00†	2 50
17	Lovell, .	77,696	2	20	4	511	295	216	(?)	284	227	15	5 00	3 10†
18	Lynn, .	55,727	1	20	2	160	120	40	25	70	90	7	5 00	5 00
19	Malden, .	23,031	2	22	2	93	69	24	22	34	59	3	5 00	3 00
20	Medford, .	11,079	1	—	—	—	—	—	—	—	—	—	—	—
21	Marlborough, .	13,805	†	—	—	—	—	—	—	—	—	—	—	—

* Including two head masters who receive \$10 per evening.

† Average.

‡ No returns.

¶ No school.

§ Estimated.

Free Evening Drawing Classes. — Session of 1892-93. — Concluded.

	CITIES AND TOWNS HAVING MORE THAN 10,000 POPULATION REQUIRED BY LAW TO MAINTAIN A FREE EVENING DRAWING SCHOOL.	Population. Census of 1890.	Number of Schools.	Number of Weeks in Session.	Number of Evenings per Week.	Total Number of Pupils.	Males.	Females.	Average Age.	Number in Free and Mechanical Classes.	Number of Teachers.	Pay of Prin- cipal per Evening.	Pay of Assist- ants per Evening.
22	New Bedford,	40,733	1	20	2	124	56\$	68\$	(?)	56	3	\$4 50	\$2 75†
23	Newburyport,	13,947	1	—	—	—	—	—	—	—	—	—	—
24	Newton,	24,379	2	12	3	49	49	—	(?)	—	3	5 00	3 00
25	North Adams,	16,074	1	21	4	88	30	58	17	72	1	—	—
26	Northampton,	14,990	1	15	2	20	19	1	20	20	1	3 00	—
27	Peabody,	10,158	†	—	—	—	—	—	—	—	—	—	—
28	Pittsfield,	17,281	†	—	—	—	—	—	—	—	—	—	—
29	Quincy,	16,723	1	14	6	86	82	4	(?)	30	1	5 00	—
30	Salem,	30,801	2	19	21†	146	101	45	(?)	104	4	10 00	5 00
31	Somerville,	40,152	1	18	95	96	95	1	17	—	3	5 00	3 00
32	Springfield,	44,179	2	21	41†	342	319	23	21	77	3	5 00	3 75†
33	Taunton,	25,448	1	16	2	163	133	30	(?)	77	8	4 50†	2 50†
34	Waltham,	18,707	1	24	2	68	39	29	22	34	3	5 00	3 50†
35	Weymouth,	18,866	¶	—	—	—	—	—	—	—	—	—	—
36	Woburn,	13,499	**	—	—	—	—	—	—	—	—	—	—
37	Worcester,	84,655	7	17	2	179	163	16	23	45	7	5 00†	3 00†
	Totals and averages,	1,483,086	46	19½	3—	3,647	2,838	809	21	1,365	111	\$4 92†	\$3 16†

§ Estimated.

† No returns.

† Average.

¶ No school.

** Drawing elective in regular evening school. No class.

|| Included in salary of supervisor of drawing.

By this it appears that 60 per cent. of the population of the State have access to free evening drawing schools. Springfield leads with .0077 of the city's population in attendance, followed by Lowell with .0065. A large volume might be filled with evidence showing the value of these schools to mechanics and to apprentices who attend even for one session.

A comparison of this table with that in the fifty-second report of the Board is given here, for convenience : —

	1887-88.	1892-93.	Gain.
Number of cities and towns required by law to maintain a free evening drawing school, .	30	37	7
Number in which such schools were maintained,	22	27	5
Total number of schools,	26	46	20
Average number of weeks in session, . .	19	19½	½
Average number of evenings per week, . .	3	3	—
Total number of pupils,	3,550	3,647	97
Males,	2,515	2,838	323
Females,	1,035	809	—
Average age,	21	21	—
Total number in the freehand classes, . .	1,878	1,365	—
Total number in the mechanical classes, .	1,672	2,282	610
Total number of teachers,	100	111	11
Average pay of principals,	\$5 24	\$4 92	—
Average pay of assistants,	\$3 10	\$3 16	\$0 06

These figures reveal the fact that, although there has been an increase of twenty in the number of schools, there has been but little actual gain in the number of pupils attending, and relatively the schools have not held their own. The average membership in each class in 1887-88 was 136, while in 1892-93 it was but 79. An increase of 323 in the number of male pupils is gratifying, but against that must be placed a *decrease* of 226 female pupils. Another surprise is the evident change in sentiment as to the relative value of freehand and mechanical drawing. There are now 513 pupils less in the freehand classes than there were five years ago, and 610 more in the mechanical classes. The decrease in the number of female pupils but partially accounts for this change.

THE PUBLIC SCHOOLS.

Blanks similar to those sent to every city and town in the State in 1888 were sent out in 1893. The returns are here tabulated side by side for comparison : —

	1888.	1893.	Gain.
Whole number of cities and towns,	351	352	1
Number having drawing in the schools,	181	251	70
Number of cities and towns employing a supervisor or teacher of drawing,	49	90	41
Number of supervisors <i>not</i> using drawing books,	11	50	39

These returns show that of the 352 cities and towns, 251 have drawing in their schools, leaving 101 which do not. But as these 101 towns contain only 7 per cent. of the school population, it follows that 93 per cent. of the school children in Massachusetts receive some instruction in drawing. Local pride may find the following table of interest : —

Table showing Proportion of Pupils receiving Instruction in Drawing in Each County.

Rank.	COUNTY.	Instruction in Drawing.	No Instruction in Drawing.
1	Suffolk,	1.00	.00
2	Bristol, . . . . .	.98	.02
3	Norfolk, . . . . .	.95	.05
4	Middlesex, . . . . .	.94	.06
5	Worcester, . . . . .	.90	.10
6	Essex, . . . . .	.89	.11
7	Franklin, . . . . .	.87	.13
8	Hampden, . . . . .	.86	.14
9	Plymouth, . . . . .	.85	.15
10	Berkshire, . . . . .	.82	.18
11	Hampshire, . . . . .	.79	.21
12	Barnstable, . . . . .	.43	.57
13	Dukes, . . . . .	.30	.70
14	Nantucket, . . . . .	.00	1.00

Again, the returns show that 90 cities and towns employ supervisors or teachers of drawing. As these are the larger, 71 per cent. of all pupils in the State have the advantages of such special instruction.

The best results in drawing are invariably secured under competent supervision. The following table shows the relative standing of counties :—

Table showing Proportion of Pupils under Special Supervision in Drawing in Each County.

Rank.	COUNTY.	Under Supervision in Drawing.	Not Under Supervision in Drawing.
1	Suffolk, . . . . .	.98	.02
2	Hampden, . . . . .	.77	.23
3	Middlesex, . . . . .	.77	.28
4	Worcester, . . . . .	.75	.25
5	Bristol, . . . . .	.70	.30
6	Essex, . . . . .	.64	.36
7	Norfolk, . . . . .	.61	.39
8	Berkshire, . . . . .	.50	.50
9	Plymouth, . . . . .	.44	.56
10	Franklin, . . . . .	.15	.85
11	Hampshire, . . . . .	.13	.87
12	Barnstable, . . . . .	.00	1.00
13	Dukes, . . . . .	.00	1.00
14	Nantucket, . . . . .	.00	1.00

Thirdly, the returns show that while five years ago but eleven towns employed supervisors who taught drawing without drawing books in the hands of pupils, the number has now increased to fifty; that is, the number has more than quadrupled. I believe this to be a sign of progress.

Drawing books for pupils are of doubtful utility considered from a theoretical point of view. Practically, they are, and

for some time must be, a necessity. They are indispensable where supervisors are incompetent or where they are hampered and limited by unfavorable conditions, and after the first year or two they must for the present be used in country towns where no supervisors are employed and where teachers cannot teach the subject; but they are a necessary evil at best. A strong supervisor, working under favorable conditions, finds drawing books valuable only for reference. As *books of reference* they are and always will be important, but as reference books they are by no means ideal. A reference book for pupils should contain twice as many illustrations and ten times as much information. The geometric figures enter into the construction of all forms, natural and artificial, and their applications are of absorbing interest when traced through object and ornament, through architecture and painting, through snowflake and crystal, flower and fruit, shell and insect and all higher forms of life. These should be illustrated. Working drawings of cylinders and cubes are but the beginning; they have new meaning when seen as the first types which prefigure the steam cylinder and the railway car, the soldiers' monument and the mausoleum, the Tower of Pisa and the Grand Opera House of Paris. In historic ornament the pupil needs not one example, but a dozen; not mere outlines, but light and shade; not blackness, but color. In pictorial drawing he needs *ideals*. Crude drawings of awkward groups ought to be supplanted by fine reproductions on appropriate paper of such still-life groups as artists draw, of such nature drawings as those of William Hamilton Gibson, of such bits of landscape as Charles Herbert Woodbury sketches, of such architecture as that of Joseph Pennell. Pupils' ideals will always remain low if they never have other illustrations to study than those stamped on rough paper in a speculative drawing book. We need models, casts and photographs, and vases and pictures. "But there is no money." We forget that *one-quarter* of the money now expended annually for drawing books would in a few years give us all the art objects we need.

Drawing in the public schools will never be related to the kindergarten, correlated with the other studies, and supplemented by the art gallery and the museum, so long as it is circumscribed and limited by somebody's "system" and so

long as teachers have nothing to aid them but a teachers' manual which "interprets a system." We need hand-books on geometry, and on mechanical drawing, and on historic ornament, and on design, and on pictorial drawing — all written for public school teachers and full of helpful material, richly and profusely illustrated.

It is said that "feeble results" follow the use of blank paper by the pupils. It is true. All results from first efforts of children are feeble. But the totterings of a baby just attempting to walk *alone* are not pitiful, for they are full of promise. The truly pitiful sight is the flop of a pupil into a helpless mass who has for the whole period of his growing youth been confined in a standing stool having the form of a "drawing system," and who is suddenly thrown upon his own resources!

I feel confident that each year will find better teaching of drawing in Massachusetts, — more supervisors who *know their subject*, and who can train children by means of it, — more who study to become master workmen, needing not to be ashamed.

THE YEAR'S WORK.

My work during the past year has been similar in character to that of previous years. It may be summarized as follows: —

Number of visits to cities and towns,	123
Number of different cities and towns visited,	77
Number of schools visited,	185
Number of addresses at teachers' meetings,	113
Number of State institutes attended,	18
Number of visits to normal schools,	12
Number of exhibitions inspected,	10

The totals in some instances fall below those of last year because of the time devoted, by permission of the Board, to gathering, arranging and mounting the State exhibit of drawing for the Columbian Exposition and to hanging it in the Massachusetts section at Chicago. These labors occupied two weeks in Boston and three in Chicago during what is usually the busiest portion of the school year.

The visits to different towns have been upon invitation of the superintendent or supervisor of drawing, and have in all cases been most enjoyable.

In the teachers' institutes the instruction has been closely harmonized with that in nature study and geography.

In the normal schools the pupils' sketch-books have been the most interesting feature of the year's work in drawing. Pupils who use them constantly make most rapid progress. I hope to devote more time to the normal schools during the coming year.

Mr. Sargent continues in charge of the work in the four western counties, with most gratifying success. He sends me the following statement of the year's work:—

The past year has shown some progress in the work of drawing among the schools of the four western counties of Massachusetts. According to the report of last year, of one hundred and three towns only thirty-three were attempting systematic work in drawing. This year's returns show forty-six — not a very large increase, but sufficient to afford encouragement.

Three new special teachers of drawing have been employed in the district, making eleven in all. These are located in the cities and larger towns, so that a little over 40 per cent. of the school population come under their supervision. In visits to schools and in teachers' meetings special care has been taken in planning the work so as to show drawing not only as a study by itself but in its relation to all the school work and to lead the pupils to use it as a language, spontaneously and freely. It is when teachers see not only the *possibility* but the *necessity* of using it thus freely that it begins to make its value felt in all the school work. The introduction of nature study and its connection with drawing seems to be one of the most helpful factors in bringing this about. The superintendents and teachers and very many of the committees have been doing much to secure systematic work in drawing and by their coöperation have made my own work very pleasant.

The institute at Laurel Park proved of great value in giving an opportunity by a series of consecutive lessons to present the subject to many of the teachers in fuller and more definite form than had been possible in single teachers' meetings.

From reference to statistics in another part of this report it will be seen that the four western counties are by no means at the foot of the list as regards art instruction. The committees for the most part are ready to provide whatever materials they feel will be really used, and the teachers are willing to carry out suggestions. I see no reason why good work in drawing should not be done even in the ungraded country schools if they have the benefit of an occasional visit to make them feel the value of drawing and that the State has an interest in it.

Summary of work for 1893.

Number of visits to cities and towns,	113
Number of different cities and towns visited,	67
Number of schools visited,	328
Number of addresses to teachers,	116
Number of State institutes attended,	9
Number of visits to normal schools,	5

L. W. SARGENT,

Assistant for the Western Counties.

I believe that I voice Mr. Sargent's sentiments as well as my own when I say that we are in perfect sympathy regarding the purposes and functions of drawing as a school study, and equally desirous to promote the cause in Massachusetts for the sake of the children in her public schools. Through the generosity of the Board we are so conditioned that our one ambition may be to help others by every possible means, and that is our ambition.

Respectfully submitted,

HENRY T. BAILEY.

NORTH SCITUATE, MASS., Dec. 30, 1893.

G.

THE CAMBRIDGE TRAINING SCHOOL FOR
TEACHERS.

REPORT OF HERBERT H. BATES,
PRINCIPAL.

REPORT.

The present training school was established in 1884, and is an outgrowth of the one established in 1870.

In 1869 the superintendent of schools, Mr. Edwin B. Hale, recommended, in his report for that year, the establishment of a training school. He said :—

The fact is apparent that teaching can never assume its proper place until those who are to enter upon its high responsibilities will subject themselves to a thorough professional training, and will also, so long as they may teach, manifest some degree of professional zeal. With us it is felt that the great need is a school where young ladies who have graduated from our high school may be trained in the best methods of instruction and of discipline, while at the same time they may have constant practice in the actual work of the school-room, under an experienced teacher who will be competent to see their faults and faithful enough to expose them.

Mr. Francis Cogswell, the present superintendent of the Cambridge schools, in his report for 1892, writes :—

In accordance with this recommendation, a training school was soon opened. The original plan of this school, as given in the annual report of the school committee for 1870, contemplated the appointment of a principal and an assistant, and it was believed that the young ladies of the training class would themselves be able to conduct the instruction of the primary classes, under the general direction of the assistant, while the principal was to be occupied mainly with the young ladies of the class in training.

It was found, however, after several months of trial, that the plan was defective. The primary classes could not be managed by the young ladies, as was attempted. The pupils understood very quickly the difference between them and permanent teachers, and could not be made to respect their authority. And the frequent changes required to give every one her due proportion of practice in teaching seemed to doom the classes to be instructed by teachers in the most inexperienced stage. As soon as one had acquired a little experience

and control of the room and gave promise of doing well, the time of another would begin, and the round of inexperience would have to be repeated.

This plan was soon changed by the appointment of a permanent teacher for each room, the members of the training class being expected to get experience by giving lessons, from time to time, in the presence of the regular teachers. Daily instruction in methods of teaching was given by the principal. Under this plan the school was continued for twelve years.

Two causes led to its discontinuance. The principal one was the cost; the other was the fact that these young teachers did not get sufficient experience in the management of schools to enable them at once to enter successfully upon the work of teaching.

The present training school (called the Wellington school) differs from the one just described in these respects: (1) In a fuller preparation required for admission; (2) in the character of the work performed; and (3) in the cost of the school to the city. It differs from the other primary and grammar schools mainly in this: All of the classes, or nearly all, are taught by inexperienced teachers, the members of the training class.

In planning the school (I still quote from the report of 1892) the problem to be solved was, how to secure thorough instruction in methods of teaching and experience in the management of schools without adding a dollar to the school expenses. The only way to gain experience in the management of schools is by managing schools, — doing the work of the teacher. While gaining this a person has neither time nor strength for a regular course in professional training. The limitations in the cost of the school made it necessary for the members of the training class to be the teachers. It was therefore decided that a normal-school course should be included in the qualifications required for admission to the class. The cost of the school depends on the number of pupils in attendance. The limitation is, that the cost per pupil shall not exceed the average cost of pupils in the other grammar and primary schools of the city. The school now numbers seven hundred and fifty pupils, and has all of the grades of the primary and of the grammar schools. With this number in attendance, the committee in charge of the school is authorized to expend in salaries, at its discretion, over \$10,000 per annum.

The required time of service for the members of the training class is one year, and the money compensation \$200. Graduates who do not at once obtain positions are continued in the school at a salary of \$300. Experienced teachers who have not been members of the training class are employed when the corps of teachers needs strengthening. By the rules of the school board, the committee on training school is authorized to employ four teachers, at a salary of \$400 per annum, to act as substitutes in the grammar and the primary schools, and, when their services are not so required, to work in the schools to which they shall be assigned by the superintendent, the amount received by each teacher as a substitute to be deducted from her salary. These teachers are usually assigned to the training school, that there may be at that school a sufficient number of teachers to make it practicable for the members of the training class to visit other schools of special excellence.

The school is under the immediate charge of a master, aided by three female assistants. These teachers, or supervisors, have no special class-room, but are responsible for the work in all of the grades, except the eighth and ninth ; these are taught by regular teachers.

By the establishment of this school, Cambridge young women who desire to teach, and who have made special preparation for the work, have an opportunity to gain experience under conditions favorable to their own success and without prejudice to the interests of their pupils, their inexperience being offset by the large experience of the master and his assistants.

By a rule of the school committee, no person is eligible to the position of teacher in the schools of Cambridge who is not equally qualified with teachers who have completed the required time of service in the Cambridge training school ; that is, no person is eligible who has not had advantages equivalent to a high-school course, a normal-school course, and a year's experience in teaching.

This year completes the tenth in the history of the training school. During that time there have been connected with it, as pupil-teachers, one hundred and forty-one ; as substitute teachers, twelve. The master has been a constant factor ; but the assistants have changed so that there have been, in all, eight different ones, including the present incumbents.

H.

SCHOOL HYGIENE.

A REPORT PRESENTED TO THE SECTION ON STATE MEDICINE, AT THE FORTY-FOURTH
ANNUAL MEETING OF THE AMERICAN MEDICAL ASSOCIATION.

BY D. F. LINCOLN, M.D.,
GENEVA, N. Y.

REPORT.

Upon the formation of the committee it was thought best to divide the work among the members, assigning a separate department to each. It has been found in practice, however, that the ground has not been fairly covered by this plan. Long and careful special papers have been prepared and published by some of the members, while others, though deeply interested in the work, have not found time to treat their assigned subjects in a manner which would justify them in publishing results. It has, therefore, seemed best to the chairman of the committee to take the responsibility of drawing up a brief but comprehensive statement of principles, covering all the topics, submitting the whole to each member, and presenting the matter to the Section of State Medicine.

It seems desirable, in doing this, to avoid statements which are open to reasonable doubt. It is thought that the most useful result can be gained by a simple, untechnical presentation of facts, omitting discussions, statistics and arguments, with the object of securing the attention of school authorities, teachers, builders and others interested in education.

A. — SITE, DRAINAGE AND SEWERAGE OF SCHOOL BUILDINGS.

1. *Good Light.* — This point has been seriously neglected in many city sites, for financial reasons. The neglect to secure good light has been demonstrated to be an important cause of near-sight in scholars. The desired object can be attained by reserving a tolerably wide strip of land around the school building at the outset, and by municipal regulations restricting the height of neighboring structures. It is suggested that the height of such buildings around school-houses should not exceed one-half the distance between them and the school-house; or, that the line drawn from the foot of the school-house wall to

the upper part of the other house should not form an angle with the horizon exceeding thirty degrees. In small towns the space for playgrounds should be much greater—at least a half acre.

2. *Sunlight*. — If possible, the sun should enter every room in the house at some time in the day, but chiefly out of school hours. The play grounds should be placed, if it can be so arranged, on the sunny side of the house. There should be no trees overshadowing the house, since this causes dampness.

3. *Neighborhood*. — Disturbing influences, as the presence of large bodies of working people, railroads, noisy streets, engine houses, are injurious for various reasons, partly as furnishing undesirable outside associations. Immorality or filth should not be suggested in the surrounding neighborhood. A main city street is commonly to be avoided. The vicinity of offensive trades, as tanneries, rendering establishments, refineries and gas works, is to be avoided.

4. *Soil*. — A damp soil is of itself a serious objection to a site. The case is worse if the site be low, with poor natural drainage and poor opportunity for artificial relief. If it be necessary to build on a springy piece of ground, a trench must be dug around the foundation to a depth below the cellar floor, and far enough from the building to insure the safety of the walls; in this, drain tile with loose joints is laid, discharging away from the building at some lower point. It is useless to cement the cellar wall or floor for the purpose of excluding water, but cement or asphalt forms a good protection against dampness.

School yards in towns should be so paved (not graveled), and underdrained if necessary, as to become dry within an hour after a rain. Dry walks should lead to the out-buildings.

5. *Out-buildings*. — If privies are employed, they should never be within fifty feet of the main building. They should be separate for the sexes, with entirely separate paths of access, and having a board fence between. Dry earth or sifted ashes should be sprinkled over the contents once a day. The entire contents should be removed once a fortnight. The receptacle must be so constructed that such removal can be effected easily and completely; or it should itself be removable with its contents. An iron trough on wheels, or a metal pail, is suggested.

Urinals must not be made of iron, and they had better not be made of any metal. Impervious material, such as glass or oiled slate, is best. Cement is very objectionable from its porosity. Joints between slabs should be perfectly tight.

6. *Water-closets.*—When a supply of water is at hand, water-closets are the best arrangement. They may either be single or may consist of long troughs corresponding to a number of seats. The pan closet is undesirable, since its inner parts are not freely cleansed by the flow of water. Of the simpler forms of closet, all those which do not furnish a quick and free discharge of water, cleansing the bowl thoroughly and removing all the contents within a few seconds, are to be absolutely rejected. A noisy apparatus is exceedingly objectionable for closets which are placed (*e. g.*, for teachers' use) in the vicinity of school-rooms; the noise may proceed either from the tank or the basin.

One of the simplest forms of apparatus for schools is the long tank of cement or iron placed under the range of seats. The bottom is covered with a few inches of water, and slopes to an outlet so that by raising a plug the whole contents are quickly discharged into the sewer, after which cleansing is easily effected by a hose and broom. The addition of an automatic flushing apparatus acting spontaneously at fixed intervals has been found desirable.

All closets and urinals in a school-house must have special ventilation by forced draught. No mechanical contrivances or disinfectors do away with the necessity of personal inspection and faithful cleansing by hand.

7. *Plumbing.*—The principles of drainage and sewerage, commonly termed the art of plumbing, are the same for school buildings as for other edifices. It may be stated that pipes and other fixtures ought to be so placed that they can be *seen* by lifting movable boards, without having recourse to a carpenter, or mason, or plumber to disclose their intricacies.

It should further be understood that the whole system is under the control and supervision of some responsible and intelligent person, who possesses sufficient plans and drawings of the system and pays frequent attention to its condition.

B. — CONSTRUCTION.

1. *Safety.* — The chief danger is found in old buildings and in those not originally intended for their present use. In such we occasionally find conditions which are nearly sure to cause accidents in case of a panic. The staircase is the important point. It must be very strong, wide and easy; not steep, not sharp-angled, not spiral or with wedge-shaped steps; it should have a platform at the turn. It is safer without a well; if balusters are used they must be high. In large buildings a staircase should be placed at each end. Halls and outer doors must be wide, and all doors open outward. Fire-escapes on the outside are at best an undesirable refuge, and in the ordinary forms may be very dangerous to a crowd of frightened children. Discipline and practice in “fire-drill” or quick orderly march from the school are by far the best safeguards.

2. *The School-room.* — The size of a class-room should be governed by the number of pupils it is intended for. If we assume that fifty can be attended to by the teacher, and that 200 cubic feet of space is allowed per head, a room 24 by 33 by $12\frac{1}{2}$ will answer well. The oblong shape is desirable. If the dimensions here given are exceeded in length, there will be difficulty on the teacher's part in supervision and on the scholars' part in seeing what the teacher may show or write on the board. A greater depth or distance from the windows than twenty-four feet will impair the lighting.

3. *Illumination.* — The lighting of a room for school work requires a much larger allowance of window space than is needed for dwellings. The windows must be square-headed and brought very near the ceiling; there must be no projections (cornices, piazzas, Italian shades) to interfere with the free entrance of light. The total amount of window glass on a liberal allowance may equal one-fifth the floor space; if fully exposed to the sky, less will suffice. Roller shades are of most use when the roller is placed at the foot of the window. Light coming wholly from one side (viz., the left hand), if sufficient in amount, is the best for the eyes; if this plan in any case appears likely to give insufficient lighting, owing to local conditions, windows may be added at the back, possibly also at the right (but in the latter case, at a very high level). Win-

dows in front of the pupils are very injurious to the sight. The wall should be colored of a neutral tint, or with a faint shade of blue or green if liked. The ceiling should be white. It must have no cross beams placed transversely to the light. Blackboards must not be placed between windows.

4. *Miscellaneous.* — The size of recitation rooms must be planned upon the same principle as that of school-rooms, viz., that of allowing 200 cubic feet per scholar.

It is desirable, where possible, to limit the height of a building to two stories above the street, inasmuch as injury not infrequently results from the excessive strain of climbing upstairs.

Accommodations for hanging clothes should be furnished outside of class-rooms, with good provision for ventilation. Enclosed spaces in the halls, open at top and bottom, are suitable.

Cellars or basements must be high, dry, well-lighted and thoroughly wholesome. If there is no cellar, there must be a dry sub-floor space under the whole building.

Dust being a destroyer of pure air and a foe to health, care must be taken to avoid for floors such material as produces dust; if of cement, it must not crumble; if of wood, it must be "filled" so as to be impervious.

C. — VENTILATION AND HEATING.

A very large proportion of schools are so poorly provided with ventilating arrangements that they are practically dependent on open windows. To relieve this unfortunate state of things the lower sash may be raised two inches (less in stormy weather) and a board placed in front to deflect the air upward. The upper sash (which ought always to be movable) may be lowered an inch. These measures are attended with little risk, and give perceptible, though partial, relief.

Perforations in the sash, window pane, or wall also give some relief. Such methods may provide sufficient air for five or six persons in a room, but are entirely inadequate for the supply of a whole class.

The attempt to ventilate school-rooms in cold weather by the windows in the northern United States is either very dangerous to health, or very ineffective, or both. The amount which can

safely be admitted in this way may be one-fifth to one-tenth of what is needed. The existence of ventilating flues or openings does not in itself insure good ventilation. Flues may be too small, or crooked, or partly or wholly stopped up; they may discharge into other rooms or the attic instead of the outer air; they may be unprovided with means for causing the air to rise in them; they may be in many ways badly planned. To enumerate the faults which may be committed would require a treatise.

It ought to be understood by every one concerned in ventilation that large collections of persons require very large amounts of air; that the amount should be calculated and the size of the flues determined before the house is planned; that true economy requires us to consider the system of heating and that of ventilation as interdependent parts of one and the same problem; and that both should form a part of the original architectural design.

The amount of fresh air to be brought into the building for each pupil should be 2,000 cubic feet per hour for younger children (under ten) and 3,000 for high-school pupils. These amounts are calculated from the assumptions that the external "pure" air contains an average of 4 parts of CO_2 in 10,000; and that when the CO_2 has increased under the influence of respiration to the amount of more than 6 in 10,000 the air may be considered "impure." Dilution to the extent mentioned above will keep the air of the room below the point of "impurity" here assumed. The purity required by this standard is such that persons coming fresh from out of doors will not perceive any distinct closeness in the air of the school-room.

As regards the relative requirements at different ages, it may be assumed as proportionate to the different amounts of CO_2 exhaled by people of different ages. In the case of children of eight years, it is about two-thirds as much as in young persons of fifteen.

If a lower standard of supply is taken (say 1,000 to 1,500 cubic feet per hour) there will be a perceptible deficiency of purity, which will have to be made up by an hourly opening of the windows on the occasion of recess.

If the cubic contents of a school-room equal 200 cubic feet per head, the entire air contents of the room will thus be

renewed every four to six minutes. It is found by experience that the draught caused by the in-rushing air need not be troublesome in rooms which allow this amount of space per inmate. It is recommended that this be the average allowance of space.

In testing air for CO_2 it is important to take samples from the level of the pupils' heads, avoiding the admixture of the breath. If the condition of the air at that level is satisfactory, the end of ventilation has been gained.

The rapidity with which the air leaves the room may be ascertained by the use of the anemometer. In addition to this test it is desirable to apply the chemical test for comparing the discharged air with that of different parts of the room; for if the supply of fresh air is badly distributed, it may happen that in some parts of the room the currents are comparatively stagnant, and the air will grow more impure than the average of the room.

The animal impurities of the expired air (exclusive of CO_2) are probably, in part, of a poisonous nature. They, perhaps, include ptomaines as results of putrefactive decomposition. They are of infinitely more importance than the CO_2 which is associated with them; but they cannot be conveniently made the subjects of quantitative test. Hence, the CO_2 test is employed, as indicating with *probability* how much the air has been affected by respiration.

The mere removal of foul air, whether by stoves, fireplaces or ventilating flues, accomplishes but one-half of the duty of ventilation. The other half consists in supplying a quantity of fresh air equal in bulk to that removed. It often happens that no special provision is made for this supply; in this case the entering air is drawn from many sources, — out of doors, the halls, the closets, the cellars, and indirectly from many undesirable places. Special ducts, therefore, are requisite for leading the pure outer air in large quantities to the school-room.

Such large quantities of air as are required can not be safely introduced without previous warming. But the rapidity with which the air is changed is so great that a high temperature is not required; as a rule, heating can be effectually performed with air not hotter than 100°F . If the ventilation is sluggish, the air needs to be made correspondingly hotter in order

to keep the room warm ; but air thus overheated is apt to have an odor which indicates that it has been in some way injured in the process.

The locality from which the air supply is drawn should, of course, be such as to avoid impurities — dust, smoke and bad smells.

A system of ventilation which is working well and sufficiently will produce a near equality of temperature in all parts of the room. The difference between the temperature at the floor level and that at five feet from the floor should not exceed 5° .

A system is efficient in proportion as it maintains its activity under widely varying outside temperatures. Ventilation is needed at 40° as much as at 0° , but it is much harder to keep up a sufficient action in the former case. If the system is based on the draught of heated flues, some additional means for increasing the heat of the flues ought to be available for such mild weather.

The relative humidity of air commonly breathed in our winter climate is low, compared with that in western Europe. It becomes of necessity still lower when warmed. It is not, however, proved that the dryness thus obtained is generally prejudicial to health, either in schools or hospitals, although some individuals appear to require greater moisture. A part, if not the whole, of the unpleasant effect of breathing superheated air is due to the bad ventilation and the excessive temperature.

The thermometer placed at five feet from the floor should mark an average of 65° to 70° in our climate. This is considerably higher than is found desirable in western Europe.

It is to be presumed that the entering air is warmer than that which leaves the room, since it contributes a fraction of its heat for the warming of the walls and windows. If introduced at the upper part of the room, it will therefore fall towards the floor by degrees as it becomes cooled. Hence a level near the floor is a natural one for its exit. The proportion of CO_2 at the upper level of the room is not essentially different, on the average, from that in the lower part, and the level of the orifice of extraction is a matter of indifference as regards that point. If it be our object to get rid of superfluous heat, we should discharge the air from the top ; this,

however, is not to be considered normal or regular, but only to be applied when heat is excessive, as (for instance) in evening schools with artificial light.

It is possible to apply the above principles to the ventilating of the smallest school-house. A single room can be heated with an upright cylinder stove of ordinary construction, having around it an air space enclosed by a jacket of sheet-iron. In the floor beneath the stove an opening is made, connecting with a flue led to the outer air, through which there will be a rapid and abundant inflow of pure warmed air. The supply flue may run in two directions, so as to be exposed to different winds, and each point of opening should be guarded with a valve. For the escape of foul air, openings near the floor are made in the brick chimney flue, which should stand at the far end of the room. The stove funnel is carried across the room into the chimney, and its heat insures an upward draught. Open grates and ordinary stoves are aids to ventilation, but perform only a small part of the duty required.

“Direct radiation,” or the use of steam heaters in the rooms to be warmed, furnishes no supply of fresh air. If ventilation is fully provided for, as above described, direct heating is admissible as *supplemental* supply in exceptional cases; but as a rule its use is destructive of good ventilation.

Effective work can be done either by furnaces or by steam heaters in the cellar (“indirect” radiation). In both cases it is exceedingly desirable to provide liberally in respect to the size and power of the apparatus.

On the question of *economy* in ventilation and the *necessary expense* of good ventilation much may be said. A great amount of warm air is necessarily thrown away in ventilation. It is estimated that a very perfectly ventilated building, filled with students, expends 50 per cent. more coal than the same building empty and closed, the temperature being the same. This difference would be greatly lessened if we could compare the case of a well-ventilated, occupied building with one badly ventilated and occupied, the latter wasting, as it does, a considerable amount of heat by open windows and by the overheating which often accompanies bad ventilation. It is certain that the additional annual expense per pupil of the best ventilation need not exceed the price of one or two cheap lunches. The effect

of perfect ventilation, where it has been tried, is to increase the pupil's power of work about 50 per cent., which is a direct saving to the town that pays for his schooling. To which must be added the gain in public health (which is not easily to be estimated), since a large percentage of school children are suffering at present a perceptible diminution of vigor from the effects of foul school air.

The employment of automatic regulators for keeping school-rooms at a given temperature is recommended as both economical and healthful. Modern methods often uselessly overheat the cellar in which the furnaces stand. Waste steam from the boilers ought to be converted to the use of heating radiators. A liberal salary to janitors or engineers may insure a more intelligent control of the fuel.

The available methods for compelling air to move in ventilating flues are practically two: first, the ascensive force of heated air; second, fans driven by steam or electricity for forcing air into the room or drawing it out by "suction." For the former method it is generally desirable to make available the otherwise wasted heat of smoke flues, by causing them to run in the foul-air shaft.

D. — PERSONAL HEALTH.

1. A *minimum* age for entering primary schools may properly be stated as five completed years.

2. The programme of daily work for little children should be widely different from that for older ones. A forenoon session may last three hours; but no exercise should last continuously more than fifteen or twenty minutes. There should be a constant change of activity, passive attention alternating with active work; recesses of a few minutes coming very frequently, and recesses of fifteen or twenty minutes at least twice in the session. Adherence to one posture should be required for only a very few minutes at once. Singing should come in more than once during the session. If an afternoon session of two hours be added, the tasks should be lighter than the forenoon tasks. Two hours must intervene between the sessions. The total amount of task work and recitation required in primary schools may equal half the nominal period of the sessions.

3. Young persons of both sexes at periods of rapid bodily growth, and especially at that of sexual development, not infrequently require special relief or rest from school work, which in the case of girls may come at periodical intervals.

As the age increases the power of concentration and continuous work is strengthened. At the age of fourteen, *five* hours of sessions will be equivalent to *four* or *four and a half* hours of work; to which an hour of home study may rightly be added. The usual length of recitations at this age may be about half an hour; long recitations encourage listlessness. For pupils of full growth (eighteen), eight hours of school sessions and home work is an average *maximum*. This does not exclude the possibility of a greater amount of work for limited periods in exceptional cases among advanced pupils in vigorous health. It is presumed in these estimates that the school has two half holidays or one whole holiday weekly.

4. The attention of teachers and parents should be called to the necessity for wholesome and sufficient meals for scholars, especially breakfasts and lunches. The health of many children is supposed to suffer from over-study, when the chief cause of the mischief is neglect to eat a proper breakfast or the substitution of pastry and sweets for plain lunch. The establishment of lunch counters for the sale of hot milk, cocoa and plain food would be very beneficial in the case of many city schools. Lunch is not a superfluity, but a necessity, in cases where long sessions and distant residences keep the pupils away from home five or six hours at a time.

5. The systems of calisthenics in common use — freehand exercises in full class rooms, for five minutes at a time — serve a very useful purpose as a partial relaxation, but are quite inadequate, considered as a means of bodily development. For the latter purpose gymnastic training of a more serious kind is very desirable. Its influence is felt in the development of the mental faculties; it adds force and firmness to the moral nature; it furnishes an important correction of those depressant influences of city life which have a tendency to lower the vitality of millions of our population at the present time. It is hoped that the systematic teaching of gymnastics to all our public school children may soon become an indispensable part of the school course, but it must always be remembered that the more

violent athletic sports tend to heart strain and other disabilities that shorten life.

6. The habit of constipation is often acquired as a result of deprivation of bodily freedom and confinement to a stooping or sitting posture, together with the mental tension of school work and the sense of constraint. In order to avoid this great evil and its frequent attendant, dyspepsia, it is desirable to give recess, with liberty of play out of doors, as often as is convenient. This is especially applicable to young children. Retention of urine now and then occurs under too strict school discipline, and may work serious injury. The friendly oversight of a teacher at recess is desirable, often indispensable.

E. — EYESIGHT.

The eyes are often affected injuriously by school work carried to excess or conducted amid unwholesome surroundings. There is a strong tendency to the production of near-sightedness, which can, to a great extent, be remedied by the avoidance of known causes. Among the direct causes of near-sight are bad light, bad position at work, too protracted work, bad print; and to these must be added, as indirect causes, bad ventilation and heating, poor food, and whatever impairs the vigor of health.

Light in school-rooms should never strike the pupil in the face while at work.

Excess of light is less common than deficiency, but is also harmful. No desk can be more than twenty feet from the windows of an ordinary school-room (supposing the top of the windows to reach the height of about twelve feet from the floor) without impairing the light.

A stooping position and the wearing of tight neck clothing while at work are injurious to the eyes.

To prevent scholars from taking bad positions in writing, it is recommended that children be directed to sit upright, facing the desk squarely, and be taught vertical writing. Also, that desks be slightly inclined, their front edge to overlap the edge of the seat a little, and the height to be such that the forearm easily passes over it. Seats ought to support the back and shoulders in reading, without favoring a tendency to lounge. The foot must rest firmly on the floor or on a foot-rest. The

average graded school requires three sizes of desks and seats to each room.

The habit of holding work too near the eyes strains them and this fosters a tendency to near-sight. For the youngest children, this distance should be not less than 25 centimeters (= 10 inches); for those of eight to ten years, 33 centimeters (= 14 inches). Badly proportioned desks and seats, especially where they are too far apart, favor this habit.

The eyes should have some rest from tasks every half hour. Fine embroidery, fine detail in map-drawing or penmanship, and the use of fine type must be discouraged.

Such defects as far-sight, astigmatism, and affections of the muscles of the eye are rather common in school children; they often cause headache and other forms of illness. The remedy lies in the use of suitable glasses, as prescribed by physicians. Test-types may properly be used by teachers to ascertain what scholars have marked defects of sight.

F. — SANITARY ADMINISTRATION OF SCHOOLS.

The duties comprised under this head may properly be intrusted to one man in small places; in large towns a division of work will be necessary. The officer upon whom the charge is laid — or in all cases, the chief officer — must be a well-educated physician, with a special and practical knowledge of sanitary science. He should be appointed by the school authorities. He is here designated the medical school officer. It is the duty of this officer to satisfy himself (by personal inspection, if necessary) that all children admitted to school are protected, either by successful vaccination or a previous attack of the disease, against small-pox. He should also formulate, and have power to enforce, in conjunction with the State or municipal health officers, regulations to prevent the dissemination of infectious diseases through the schools.

All plans for school buildings, premises and appliances should be submitted for his approval in sanitary points. Personally or by deputy he should examine all buildings and premises, with reference to the arrangements for ventilation and heating, size and lighting of rooms, furniture, water-closets, urinals, drains, plumbing, water supply, safety from fire, and other points affecting health or safety. He should have the right

of entrance at all times, and should be armed with ample powers.

The medical school officer should give personal instruction to teachers, of a practical kind, embracing: first, an explanation of the existent sanitary regulations, with such physiological reasons and comments as may seem called for; second, explanation of the sanitary arrangements existing in the schools, their practical management, and so much of the theory as may seem desirable; third, explanation of the structure and use of the eye, and other parts of the bodily frame, with remarks on food, clothing, recess, study and kindred topics, so far as it seems to him desirable and useful to enter upon such considerations.

The said officer has medical authority in cases of immediate exigency, but is not authorized or expected to bestow further medical care as a part of his official duty. The extent to which personal medical *inspection* of scholars is made and individual medical *advice* is given must vary much with different classes of the population. It is not susceptible of extended adoption at present in America.

I.

REPORT

ON

MASSACHUSETTS PUBLIC SCHOOL EXHIBIT

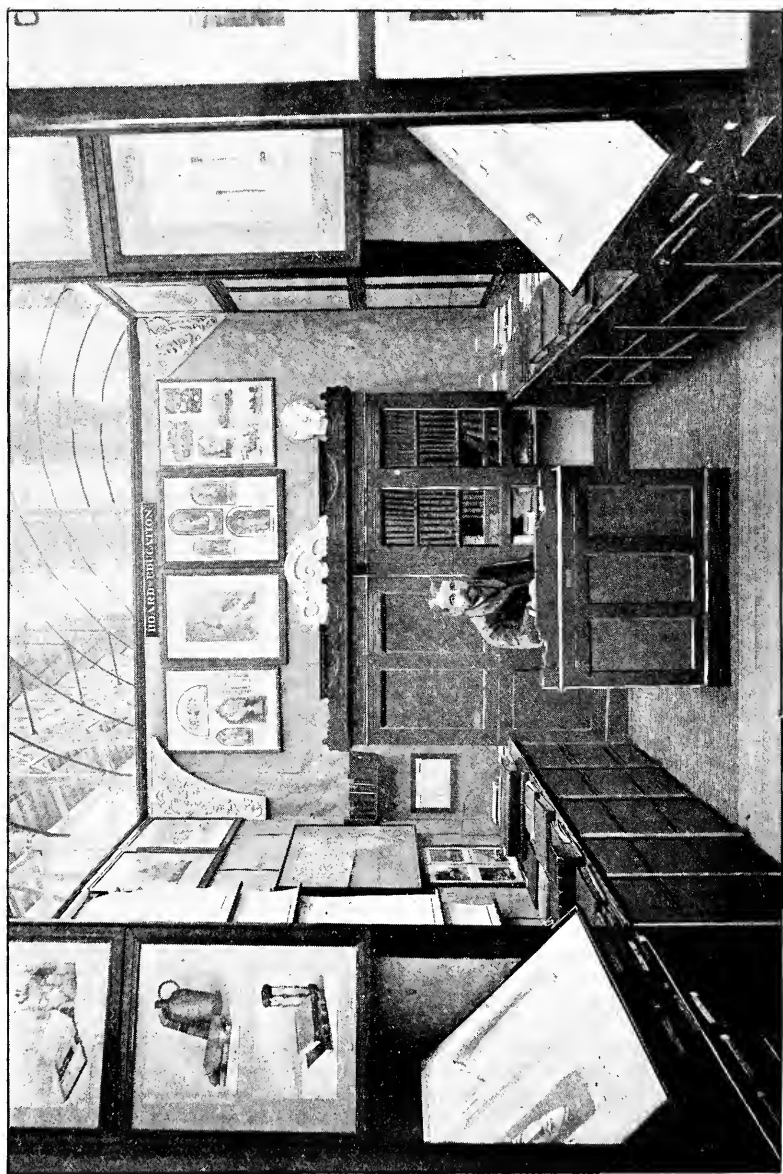
AT THE

WORLD'S COLUMBIAN EXPOSITION,

CHICAGO, ILL.

BY GEO. E. GAY, SUPERINTENDENT.





OFFICE OF MASSACHUSETTS PUBLIC SCHOOL EXHIBIT.

REPORT.

To the Board of Education.

In compliance with your request, I have the honor to submit herewith an account of the Massachusetts public school exhibit at the World's Columbian Exposition, with such remarks concerning its character and lessons as seem likely to be of service to the teachers of the Commonwealth.

HISTORY OF THE EXHIBIT.

Preparation for the exhibit was begun by the Massachusetts Board of Managers for the World's Columbian Exposition in the spring of 1892 by the appointment of a committee of seven gentlemen connected with the public schools of the State, whose duty it was to direct the movements necessary to a suitable representation of the Commonwealth in the educational department of the Exposition. The committee consisted of Edwin P. Seaver (chairman), Samuel T. Dutton (secretary), John W. Dickinson, Thomas M. Balliet, William A. Mowry, Clarence E. Meleney and George E. Gay. This committee held frequent meetings during the year, discussed and determined the character of the exhibition which it was best to attempt, issued circulars of direction to school authorities and did all in its power to stimulate enthusiasm for the work in hand.

The first question that claimed the attention of the committee was, what can we exhibit? It was a question very difficult to answer, and its answer depended largely upon the answer to another question, what is the purpose of the exhibit? The answer to this question seemed to be threefold: to present a complete picture of the educational history and standing of the Commonwealth; to show present ideals in education and the best methods of realizing them; to be of the greatest possible assistance, by way of suggestion and example, to all students of educational principles and methods of instruction. It was not deemed wise to attempt any display designed to provoke

comparison with the work of other States or between different municipalities of our own State. Such a display would have been impossible, and valueless if possible.

As the time drew near when the materials to be exhibited must be collected and forwarded to Chicago it became evident that more time must be given to its work than the committee could devote to it, and they recommended the Board of Managers to appoint some one person who could devote his entire time to its interests to take charge of the work.

In accordance with this recommendation the Board appointed me as their agent to collect, display and care for the educational exhibits contributed by the Commonwealth. I entered upon this work Dec. 26, 1892, and devoted a year to the service of the Board.

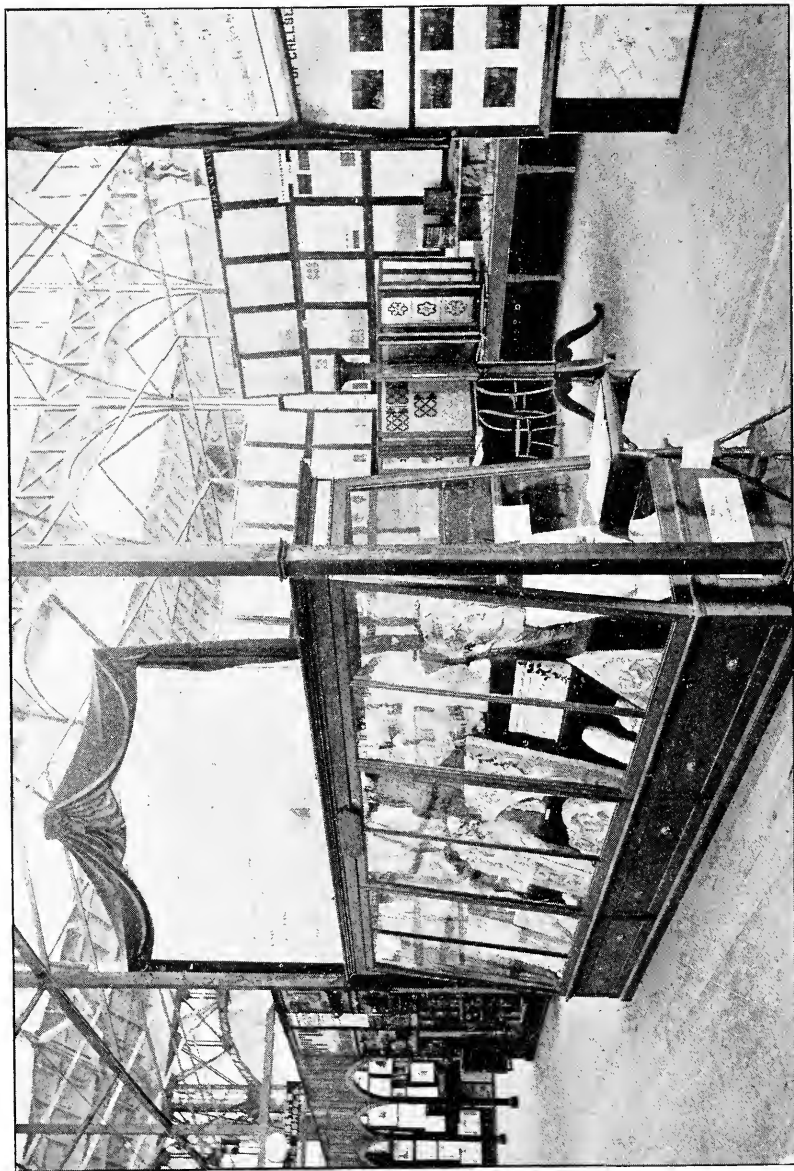
From the first there had been great uncertainty concerning the amount of space which was to be assigned to education at the Exposition. All other departments were provided for several months before the chief of this department, Dr. Selim H. Peabody, was able to learn what space, if any, was to be given to his display. This uncertainty cooled the ardor with which school officers and teachers at first received the proposition to prepare work for exhibition. In many places work which had been begun was given up in discouragement.

Following is a list of cities and towns from which work was received: Adams, Berlin, Braintree, Brockton, Brookline, Cambridge, Chelsea, Cheshire, Concord, Dalton, Duxbury, Easthampton, Essex, Everett, Fairhaven, Fall River, Freetown, Grafton, Greenfield, Hingham, Holbrook, Holyoke, Lawrence, Malden, Marshfield, Medford, Milton, North Adams, Northborough, Pittsfield, Quincy, Salem, Scituate, Shrewsbury, Somerville, Southborough, Spencer, Springfield, Stow, Sudbury, Waltham, Watertown, West Boylston, Westfield, Weymouth, Winchendon, Worcester, Yarmouth.

Boston furnished more material than any other municipality, probably contributing one-third of all that we displayed. Next to Boston in the amount contributed were Springfield, Brookline, Salem and Quincy.

Although the number of cities and towns represented in the exhibit was small, it probably gave a fair representation of school work in the State, for it included work from municipal-



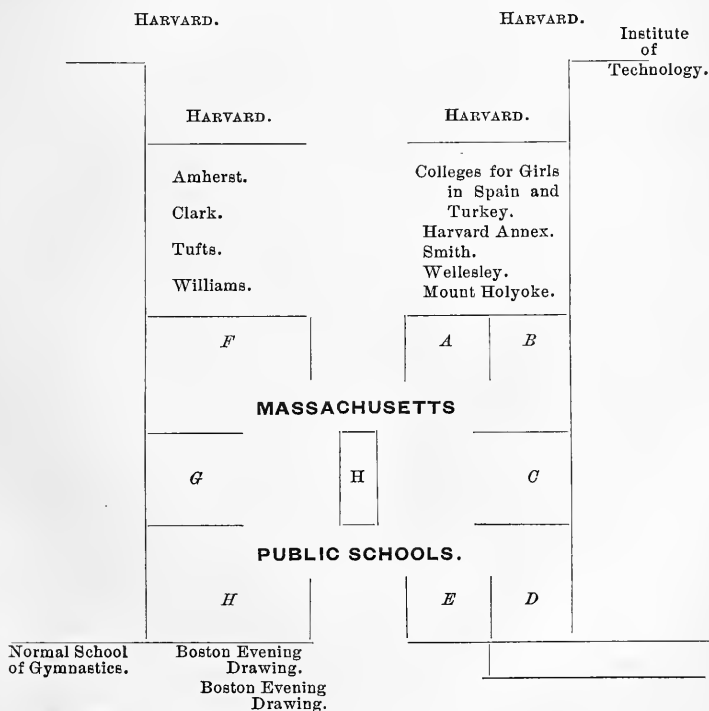


CENTRAL AISLE, MASSACHUSETTS PUBLIC SCHOOL EXHIBIT.

ities of every size and from every kind of public schools; and while it was not so extensive in amount as was anticipated, it had great variety, and probably served its purpose as well as if it had been more extensive.

LOCATION AND ARRANGEMENT OF THE EXHIBIT.

It was the desire of all those most interested in the educational exhibits to have an entire building devoted to their work. This wish was not gratified. Space was assigned to education in the south gallery of the Manufactures and Liberal Arts Building. The position was admirable, central and easy of access, yet removed from the crowds that thronged the most popular exhibits. In this space Massachusetts was assigned for her entire educational work about five thousand square feet of floor space, in a central and prominent position. About two thousand feet were allotted to the public and normal schools. The following diagram shows the arrangement of the Massachusetts educational exhibits:—



There were eight rooms, or alcoves, as follows : *A*, kindergarten ; *B*, primary schools ; *C*, grammar schools ; *D*, manual training and sewing ; *E*, primary and grammar schools (overflow) ; *F*, high schools ; *G*, Board of Education ; *H*, normal schools. The *H* in the centre signifies a case of casts from the State Normal Art School. A portion of the alcove marked *H* was devoted to school architecture.

In room *A*, tables contained kindergarten gifts and materials. The walls were covered with the work of pupils. But the walls and tables were not sufficient to contain all the material contributed. Portfolios were filled with the overflow, and these were arranged in a case for easy reference and study.

In the primary room the wall display showed the State course in drawing, selections from the Springfield primary course, Mrs. Cutler's Boston course in form and color, specimen pages from the bound volumes, and Superintendent Davis's presentation of his method of teaching reading. A portfolio case contained additional work ; showcases were filled with clay work ; the tables contained pupils' work in number, form, color, language and nature study, with pictures of pupils and teachers engaged in their work.

Room *C* was devoted to the work of grammar schools. Its general arrangement was similar to that of the primary room. Drawing in great variety, methodically arranged, was placed upon the walls ; the bookcases contained the bound volumes of pupils' work ; and the showcases contained a great variety of material used by teachers for purposes of instruction, or made by pupils in the course of their school work. Here were clay work and collections of seeds, minerals, woods and flowers.

In the next alcove, marked *D*, the manual training was massed. A portion of this work overflowed and was placed on the side of the main aisle between *A* and *F*. Sewing also was placed in this alcove. A portion of the sewing was crowded out by lack of space and placed in the high school room.

Room *E* contained drawing crowded out of *C*. Here was shown the complete elementary course in drawing in the city of Boston.

The high school department was in the room marked *F*. The walls gave the State course in high school drawing, with illustrations from many of the cities and towns of the State.

Here, too, was the Boston high school course. A wing-frame in the centre of the room contained the courses of study in drawing of several cities, and sample pages from bound volumes.

In the high school room also, in the bound volumes, illustrations of the work of the State in all branches of secondary education were found.

In room *H* was the exhibit of the State normal schools: photographs of buildings and classes, methods of teaching portrayed graphically, courses of study presented in diagrams and charts, apparatus devised by normal school teachers, "home-made" apparatus made by normal school pupils, and drawing.

In room *G* was put the exhibit of the State Board of Education, with pamphlets for distribution, albums of photographs, and the choicest bound volumes. Two large maps, one indicating the location of the free public libraries of the State, the other showing by a system of dots the number of schools in the State and a great amount of other statistics, hung by the broad aisle.

The work of the free evening drawing schools was shown on the walls by the main aisle.

EXHIBIT OF BOARD OF EDUCATION.

A complete set of Reports showed the educational history of the Commonwealth. These reports are the most complete and valuable volumes of their kind published in America.

To illustrate these volumes and to present by graphic methods as clear a picture as possible of the present condition of the public schools of the State, I had prepared a series of maps and charts, compiled from the data given in the reports.

The first map showed the location of teachers' institutes held in the State for three consecutive years. The principal lesson taught by the map was that in three years practically the entire State is reached by these migratory normal schools. I was much interested in comparing the number and work of these institutes with the number and work of institutes held in other States. The purpose, work and need of institutes would seem to be identical in all portions of the country; but there is little uniformity in the method of conducting them, in the character of the work done in them, in

the length of time devoted to them, or in the frequency of their occurrence. Some States employ a permanent force of institute conductors, some employ teachers and superintendents as conductors, and others, like Massachusetts, combine the two systems, apparently with the best results. Some institutes are organized as schools, and the conductors take the part of teachers; some are devoted to lectures; others combine the two methods. Some emphasize principles, others emphasize methods, and others are given up largely to academic work. Some continue for a week; others, for two days. In some cases attendance is voluntary; in others, compulsory. Some are held in school time; others, in vacation. In several States an institute is held in every county every year. In Massachusetts, the State and county conventions and the various teachers' clubs and associations reënforce the work of the institutes with great efficiency and power.

Another map showed the cities and towns that expend public money for transportation of pupils to and from school. The number of municipalities expending money for this purpose is much greater than is generally supposed, and so far as I am able to learn, Massachusetts is the only State in the Union, probably the only community in the world, that adds to free instruction and free school supplies, free transportation of pupils who live at an inconvenient distance from schools. In illustration and explanation of the map, Mr. W. L. Eaton, superintendent of schools in Concord, furnished a pamphlet upon the subject that was widely circulated. I quote a few extracts from this pamphlet that cover facts not generally known:—

Since the year 1869 the cities and towns of Massachusetts have been authorized by law to appropriate and expend money for the conveyance of pupils to and from the public schools. At first this authority was used, in accordance with its apparent purpose, mainly to convey pupils to the high school, as generally there was but one such school in a town. Within a few years, however, many communities have used this authority to increase the educational advantages of the children—constantly decreasing in numbers—who live in the districts at a distance from the centres of population. This has been accomplished by closing many district schools, and transporting, at public expense, their pupils to the neighboring district

school or to the village. When, in 1889, it became apparent that the towns were spending considerable sums of money in this way, the State Board of Education began to report the amounts expended. The following table is compiled from the State Reports:—

	1888-89.	1889-90.	1890-91.	1891-92.
Aggregate amount expended for conveyance of pupils,	\$22,118 38	\$24,145 12	\$30,648 68	\$38,726 07
Annual increment,	—	2,026 74	6,503 56	8,077 39
Number of cities and towns thus expending money,	104	117	145	160

In order to secure full information regarding this important movement, a circular letter of inquiry was sent to 165 cities and towns. Replies have been received from 135, and the answers tabulated. The following summaries are of interest:—

I. The cities and towns that reported an expenditure for 1891-92 of \$33,500 will expend for current year \$48,300.

II. Fifteen towns and cities report conveyance to high school only, at a cost of \$8,650.20 for 462 pupils.

III. It appears that in the remaining 120 towns and cities there were, prior to the beginning of this movement to consolidate, 632 outlying schools. Of this number, 250 have been closed within the past twelve years, and to-day nearly 2,000 pupils are being conveyed to adjacent district schools or to the village schools.

IV. To the question, "Is it the policy of your town ultimately to close all the schools outside the centres of population?" twenty-five answer "Yes," without qualification; forty answer "No;" and nearly all the others reply that their towns are working for that end, or are considering the question, or hope to accomplish such a result.

V. To the request for a brief statement of the reasons that determined the towns to close district schools and transport the pupils to other schools, the replies indicate two distinct purposes—one financial and the other educational. In many of the towns of the State the depopulation of the districts outside the villages has made it cheaper to transport to other schools the few pupils living in the districts than to teach them *in situ*. In other towns the desire to make strong central schools, and the purpose to give all the children of the town the benefit of better teachers, better appliances, and better supervision, have been the dominant motives to determine consolidation.

VI. To the question whether the results have been satisfactory, there is a substantial agreement in the affirmative. The most emphatic expressions of satisfaction come from those towns in which the educa-

tional motives have been the dominant ones. Repeatedly comes the assertion from this latter class of towns that the parents would not return to the old system of isolated schools if it were possible.

The town of Concord is regarded generally and properly as the pioneer in this movement to close all district schools and to convey their pupils to the graded central schools.

The third map prepared to illustrate the reports showed cities and towns under local school supervision. This was a most satisfactory showing. The recent legislation by which the smaller towns receive assistance from the State for the purpose of school supervision, seems destined to bring the schools of the entire Commonwealth under the direction of skilled superintendents.

Another map showed the location of training schools and classes in the State, and a pamphlet prepared by Mr. George A. Walton gave important facts concerning the history, character and usefulness of these schools. The following extracts from Mr. Walton's report are of special interest and importance :—

Table of Training Schools Reported, 1891-92.

	Established.	Graduates' Annual Average.	Graduates in Six Years.	Period of Training.	Grades.	Regular Teachers.	COMPENSATION OF TRAINERS.			
							Substitutes.	First Year.	Second Year.	Third Year.
Adams, . .	-	5	30	1	-	-	-	-	\$7 00	-
Cambridge, .	1884	15	90	1	-	-	-	\$200 00 per year.		
Fall River, .	-	12	72	1½	-	-	-	-	-	-
Haverhill, .	-	14	84	1½	-	-	-	-	-	-
Holyoke, . .	1892	12	12	1½	-	-	\$1 25 per day; \$10 00 per month.			
Lawrence, . .	1869	12	72	1½	I. - VI.	2	1 50	-	\$10 00	\$15 00
Lowell, . . .	1888	32	114	1½	I. - IX.	6	1 25	-	10 00	15 00
Lynn,	-	12	72	-	-	-	-	-	-	-
New Bedford, .	1889	14	40	1½	-	2	-	-	3 00	4 00 per w'k.
Newburyport, .	1889	4	12	1½	-	1	-	-	2 00	3 00
North Adams, .	-	6	36	-	-	-	-	No pay.		-
Pittsfield, . .	-	8	48	-	-	2	-	-	-	-
Springfield, .	1888	8	32	1	I. - VII.	7	-	No pay.		-
Taunton, . . .	1889	-	-	1	-	-	-	-	-	-

Table of Training Classes Reported, 1891-92.

	GRADUATES.		Time of Training.	Remarks from Superintendents.
	Average Number per Annum.	Number of, for six Years.		
Chelsea, . . .	17	103	1 year.	Practice limited to four city schools; normal graduates preferred.
Clinton, . . .	5	15	"	Not equal to normal graduates.
Concord, . . .	6	36	"	All urged to attend normal schools.
Dedham, . . .	6	36	"	
Hingham, . . .	8	40	"	Not given school in town until experience is gained elsewhere.
Leominster, . . .	6	36	"	
Malden, . . .	-	-	"	No teacher employed not a normal graduate or person of experience.
Quincy, . . .	30	176	"	
Watertown, . . .	4	24	"	Graduates expected to teach out of town before being employed at home.
Weymouth, . . .	14	84	"	
Woburn, . . .	5	30	"	

TRAINING SCHOOLS.

Some of the leading features of the training school are : —

1. It is incorporated with a city or town graded school covering from four to eight years' work. This school is used as a place for observation and practice.

2. The practice school, or school of observation, employs one or more regular teachers, who conduct the training class. In most training schools "trainers" are relied upon for much of the teaching.

3. The course in the training school includes a study of the principles of teaching and the history of education, with practice in the art.

4. The length of the term of study and practice is fixed, extending from one to two years in the greater number of schools.

5. A new class is admitted at a fixed time; the admissions are annual or semi-annual.

6. The maximum number of trainers is prescribed.

7. Admissions are made by a course of studies previously pursued, or by examination. Most require the equivalent of a four-years course in a high school.

8. All provide for dropping unpromising students from the roll.

9. Most allow some compensation to trainers after the first term.

TRAINING CLASSES.

With slight exceptions, the provisions concerning the training schools apply to training classes. These exceptions are : —

1. The class in training is distributed among the city or town schools, those schools that are in charge of superior teachers being selected for receiving the trainers.

2. The instruction and criticism are given by the superintendent and by the superior and special teachers.

3. In no case that I know of is compensation allowed.

The charts which I had prepared were ten in number, as follows : —

1. Tabulated statement of expenditure and enrolment.
2. Chart showing number of teachers employed and their preparation for teaching.
3. Chart showing wages of teachers.
4. Chart showing attendance in evening schools.
5. Chart showing attendance in high schools.
6. Chart showing expenditures for public schools.
7. Chart showing membership in public schools.
8. Chart showing average attendance in public schools.
9. Tabulated statement of important dates in the history of Massachusetts public schools.
10. Chart showing expense of supervision, text-books and supplies, and conveyance of pupils to and from school.

Chart No. 1, containing a tabulated statement of expenditures and enrolment, was substantially the same as appears in the report for 1891-92.

Chart No. 2.

EDUCATIONAL EXHIBIT OF MASSACHUSETTS

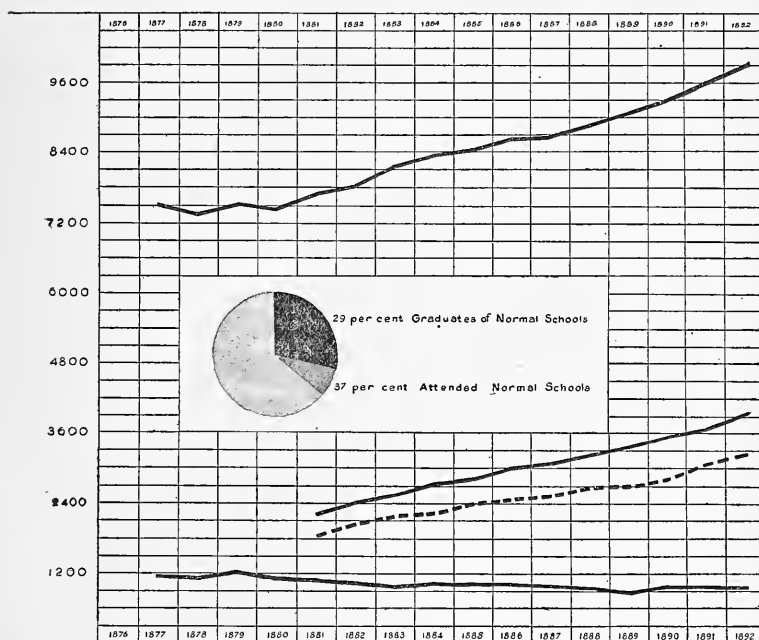
NUMBER OF TEACHERS EMPLOYED

Male —

Attended Normal Schools—

Female —

Graduates Normal Schools---



It will be observed that there has been a decrease in male teachers. This is more than compensated by the introduction of experienced superintendents in country towns.

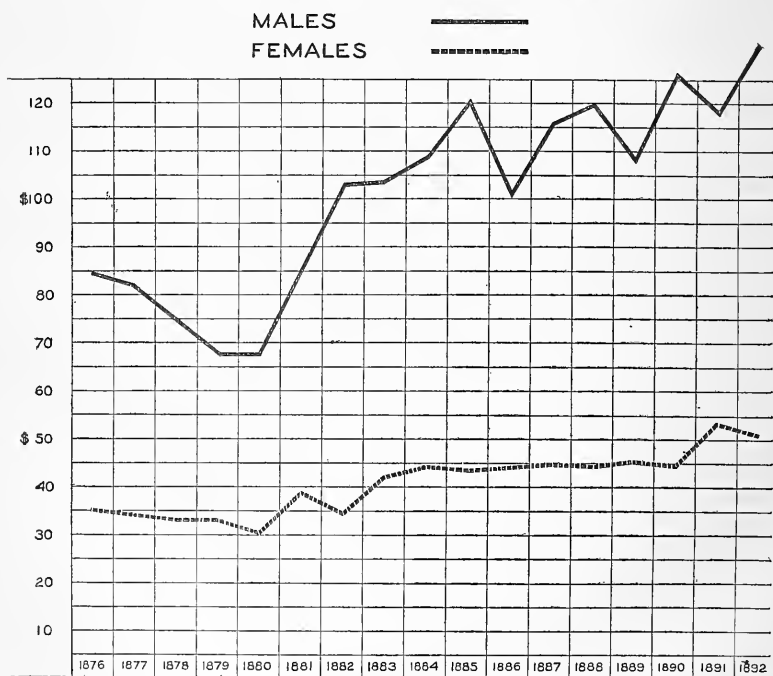
In addition to teachers who have attended normal schools, about 1000 to 1200 have been members of training schools or classes.

Perhaps no feature shows so well the growth of a school system as the increase in the number of teachers. But the increase in the number of teachers alone may be misleading. It may not keep pace with the increase in the number of pupils. The record shown in the chart is very satisfactory, for while the number of pupils in the public schools has increased 17 per cent. during the last decade, the number of teachers has increased 29 per cent. Another gratifying result shown by the chart is the rapid increase in the number of teachers who have had

normal training. While the number of teachers has increased 29 per cent. since 1882, the number of teachers who have attended normal schools has increased 66 per cent. Moreover, the chart fails to report all the teachers who have had professional training, for it does not include graduates of city training schools and classes. Probably this increase in the number of teachers having careful preparation for their work is the most important feature of our recent educational history.

Chart No. 3.

MASSACHUSETTS. WAGES OF TEACHERS PER MONTH.



Wages per Month

Males

Females

1876

\$ 84.78

\$ 35.15

1880

67.54

30.59

1885

120.72

43.85

1890

126.58

44.79

1892

134.22

46.52

Percentage of increase 1876 - 1892

58.3

32.3.

The fact that male teachers in Massachusetts receive nearly three times as high salaries as female teachers is probably

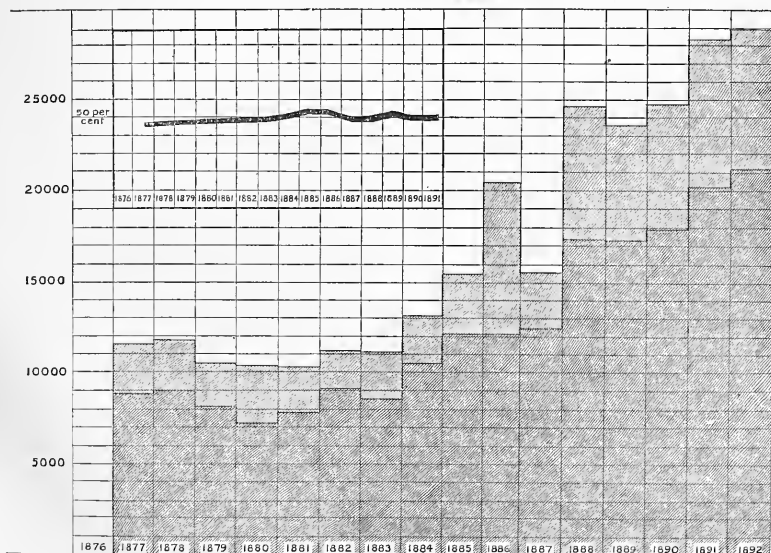
accounted for only in part by the fact that as a rule men hold the more responsible positions. Some communities, it seems, are unwilling to pay salaries in proportion to the skill and wisdom demanded, but for similar work pay less to women than to men.

One of the most striking features of the chart is the difference shown between the rate of increase in men's and in women's salaries. While the wages of male teachers have increased 56 per cent. in sixteen years, the wages of female teachers have increased only 32 per cent. The average increase for all teachers is about $34\frac{1}{2}$ per cent. for the same period.

Chart No. 4.

MASSACHUSETTS ATTENDANCE IN EVENING SCHOOLS

Males
Females
Average per cent of attendance



55 towns in 1892 supported evening schools, as compared with 37 in 1883.

The expense of supporting these schools was \$131,557 or more than double the amount expended ten years previously.

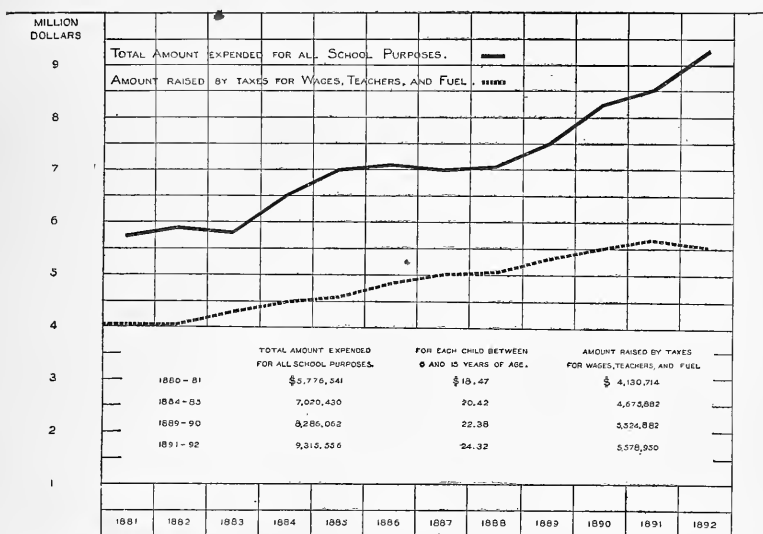
Evening schools, supported as a part of the public school system, seem to be a favorite Massachusetts institution. Their increase in numbers since 1883 is accounted for by several facts : free text-books, the compulsory school law, and a growing estimation of education at its true value. The percentage of attendance is very low, but it is perhaps as high as can be reasonably expected. It is a task beyond the powers of many persons to work at manual labor during the day and at mental labor during the evening.

Chart No. 5 showed the recent increase in the number and membership of the high schools of the State. By graphic methods it was shown that during the last decade the number of high schools in the State had increased from 221 to 245 and the membership had increased from 19,256 to 27,482. In 1882 high school pupils numbered 5.8 per cent. of the whole membership of the public schools ; in 1892 they formed 7.2 per cent. The increase in membership has been very favorably affected by the free text-book law of 1884, but it would seem so large an increase must have another cause, viz., an improved popular appreciation of the value of secondary education.

Chart No. 6.

MASSACHUSETTS EXPENDITURES FOR PUBLIC SCHOOLS

1881—1892

TOTAL AMOUNT EXPENDED
FOR ALL SCHOOL PURPOSES.FOR EACH CHILD BETWEEN
6 AND 15 YEARS OF AGE.AMOUNT RAISED BY TAXES
FOR WAGES, TEACHERS, AND FUEL.

1880-81

\$5,776,541

\$19.47

\$4,130,714

1884-85

7,020,430

20.42

4,675,882

1889-90

8,285,062

22.36

5,324,882

1891-92

9,915,556

24.32

5,578,950

1881

1882

1883

1884

1885

1886

1887

1888

1889

1890

1891

1892

Supervision

Wages,
Board of Teachers,
Janitors, and
Fuel

Text Books

School houses

Among the Expenditures in 1891-92 were :
 School-Houses ; Ordinary Repairs ; Permanent
 Improvements, and new Buildings. \$2,646,865
 Text-books and other Means used in
 Study and Teaching. 532,530
 Cost of printing Reports. 62,165
 Supervision. 249,699
 Transportation of Pupils. 38,726

The present value of school property as
 reported by tax assessors is \$28,500,000.
 In 1849 according to Horace Mann, it was
 only \$2,252,000.

Two suggestive facts are shown very clearly by this chart : the rapid increase in the total amount of money expended annually for school purposes, and the remarkable growth in the amount expended for school buildings and furnishings. It is to be noted that the amount given does not include interest on the value of buildings and land used for school purposes ; the total annual expenditure for this purpose, including interest, exceeds four million dollars.

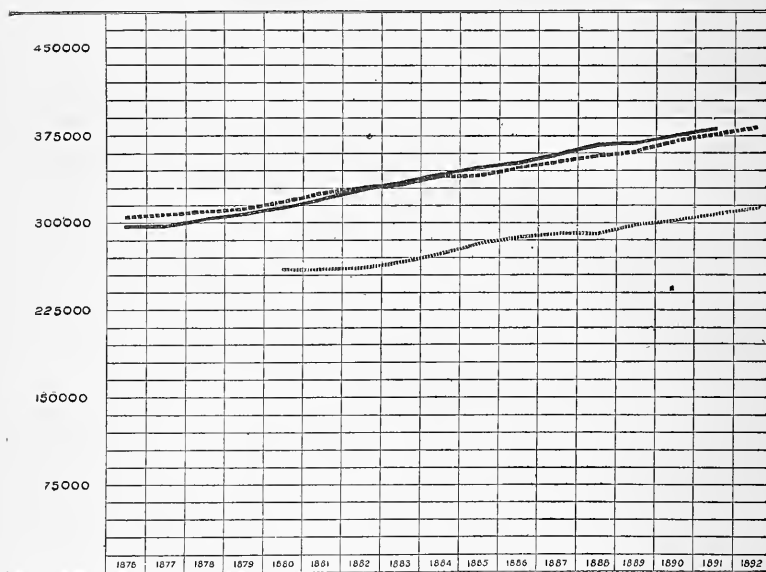
Other interesting facts shown by the chart are the gradual

increase in the cost per pupil for schooling, and the ratio in which the total expenditure is divided among supervision, wages, text-books, and other school purposes.

Chart No. 7.

MASSACHUSETTS

Number of Children in the State between 5 and 15 Years of Age —
 Number of Children of all Ages Attending the Public Schools
 Average Membership of the Public Schools ———



In addition to children attending public schools, there are pupils in parochial schools. These probably number nearly 40,000.

There are also pupils in private schools.

Attendance at school is compulsory between the age of 8 and 14 years; 8 and 15, in towns having manual training.

The “number of children of school age” means very differently in different States. In Massachusetts legal school age is from eight to fourteen years. This seems to be better than from five to twenty-one years, a common classification; but a limit somewhere between the two extremes would seem to be still better.

The chart shows that for a long period of years the number of pupils attending the public schools has remained nearly

identical with the number of children of school age in the State. Till 1883 there was an excess in the number of pupils; from 1883 to 1893 there was an excess in the number of children of school age. Since 1890 the excess is again in favor of the number in school. The change in the year 1883 is accounted for by the opening of a large number of parochial schools at about that time. The fact that the enrolment may exceed the number of children of school age, although so many children attend private schools, is fully accounted for in the report for 1891-92.

The average attendance, or rather the percentage of attendance, is remarkably uniform throughout the period.

Chart No. 8 showed more fully the usual data concerning attendance of pupils enrolled.

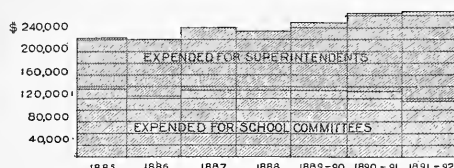
Chart No. 9 was as follows : —

Important Dates in Massachusetts Educational History.

1647. — In elementary schools, reading and writing required. The grammar schools to fit for the university.
1789. — In elementary schools, the English language, arithmetic, orthography, and decent behavior added. The grammar schools to teach Latin, Greek and English languages.
1826. — In elementary schools, geography added. In high schools, history, algebra, geometry, book-keeping, surveying, rhetoric and logic, besides Latin and Greek.
1850. — In elementary schools, physiology and hygiene made optional.
1857. — In elementary schools, United States history added, algebra made optional. In high schools, natural philosophy, chemistry, botany, astronomy, geology, civil polity, political economy, intellectual and moral science, and French added.
1860. — In elementary schools, vocal music and drawing made optional.
1862. — In elementary schools, agriculture made optional.
1870. — In elementary schools, drawing required.
1876. — In elementary schools, sewing made optional.
1881. — Calisthenics, gymnastics and military drill optional.
1884. — Elementary use of hand tools optional.
1885. — In all schools, physiology and hygiene required.

Chart No. 10.

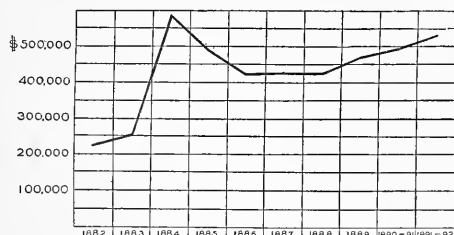
MASSACHUSETTS PUBLIC SCHOOLS. EXPENSE OF SUPERVISION 1885 - 1892.



EXPENSE OF SUPERVISION.		
YEAR.	BY SCHOOL COMMITTEES.	BY SUPERINTENDENTS. TOTAL.
1885	\$114,311	\$87,918 \$202,230
1886	106,412	94,060 200,472
1887	112,926	96,831 219,757
1888	112,772	101,324 214,107
1889-90	112,649	114,993 227,642
1890-91	110,038	135,124 245,163
1891-92	96,491	153,203 249,693

210 Towns in the State employ Superintendents : 142 have none.
The Towns having Superintendents, however, include 85.8 per cent of the children.

EXPENSE OF TEXT-BOOKS AND SUPPLIES, 1882 - 1892.



YEAR.	TOTAL EXPENSE OF BOOKS ETC.	EXPENSE OF BOOKS, ETC. PER PUPIL.
1882	\$227,604.18	\$0.84
1883	253,537.61	0.91
1884	588,760.38	2.08
1885	488,210.44	1.69
1886	424,697.29	1.45
1887	428,736.05	1.49
1888	427,155.56	1.42
1889	469,924.02	1.54
1890-91	494,545.27	1.60
1891-92	532,530.73	1.70

EXPENSE OF CONVEYING CHILDREN.

1888-89	\$22,118	The Law of 1869 provided for town appropriations of money to be expended for conveyance of pupils to and from the public schools. It was first applied on a large scale in Concord about 1880. During the past three or four years the plan has been extensively adopted. The accompanying map shows the towns in which the plan is in operation.
1889-90	24,145	
1890-91	30,648	
1891-92	38,726	

The expense of the supervision of schools in the Commonwealth and the expense of conveying children to and from school have been considered in connection with the maps designed to illustrate these important statistics. The expense of text-books and supplies offers several important lessons. In consequence of the free text-book law of 1883 the expense for this purpose rose from 91 cents per pupil in 1883 to \$2.08 per pupil in 1884. The gradual decrease till 1888 and the subse-

quent increase are explained in part by the fact that since that date the new books purchased in 1884 have been rapidly wearing out. There is another cause, however, for the increase. The amount of books and supplies furnished to pupils is more generous than in former years. Satisfactory as the increase is, the absolute amount is no less satisfactory. It is estimated that the amount absolutely required to satisfy the law is less than \$1 per pupil. Indeed, there are localities in which a sum considerably less is considered sufficient. It follows, therefore, that school authorities are not satisfied to provide pupils with the mere necessities, but they realize the educational value of good books, stationery and apparatus of every kind.

Besides the pamphlets already described and quoted, six others were prepared for distribution, as follows : —

“ Brief Historical Sketch of the Massachusetts Public School System,” by George H. Martin.

“ Brief Descriptive Sketch of the Massachusetts Public School System,” by John W. Dickinson.

“ Nature Study in the Public Schools of Massachusetts,” by Arthur C. Boyden.

“ Brief Historical Sketch of the Massachusetts Normal Schools,” by Albert G. Boyden.

“ History of Instruction in Drawing in the Massachusetts Public Schools,” by Henry T. Bailey.

“ History of the Study of Music in the Massachusetts Public Schools,” by James C. Johnson.

These pamphlets met a constant demand for detailed information concerning our schools, and were taken by visitors to all portions of the globe.

Besides the pamphlets specially prepared for the exhibit, a large number of the following were distributed : —

The Public Statutes of Massachusetts relating to Public Instruction, with annotations and explanations.

The Third Report of the Free Public Library Commission.

Course of Studies for Elementary Schools of Massachusetts.

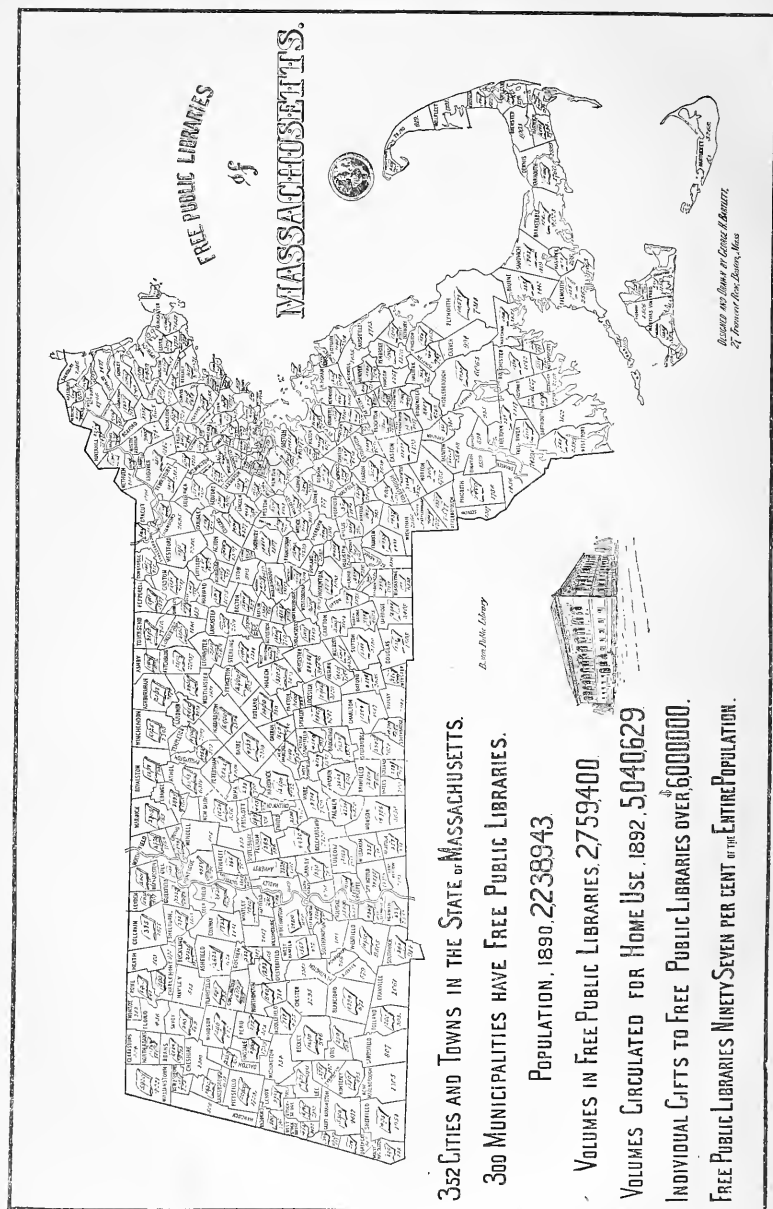
Fifty-sixth Annual Report of the Massachusetts Board of Education.

These four documents were called for very frequently, and my supply of "The Course of Studies" was completely exhausted.

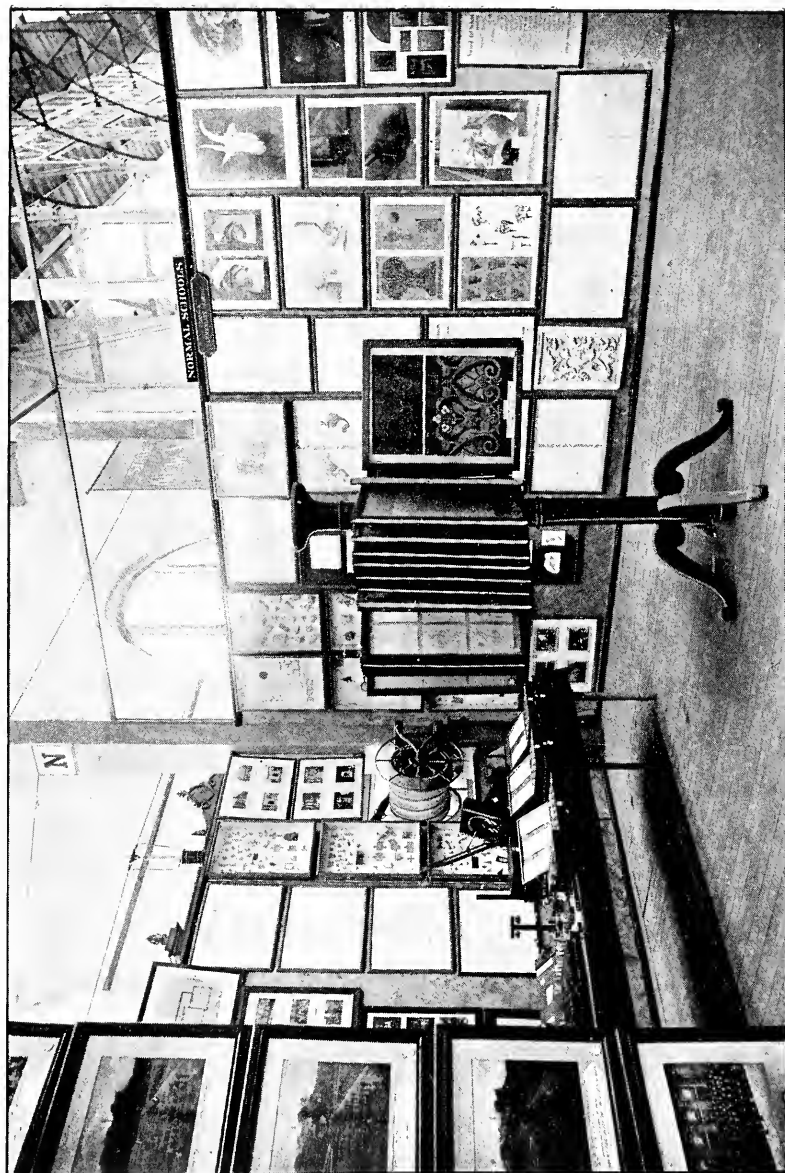
The demand for printed matter was so great that it seems wise to put upon record my estimate of its value in educational exhibitions. The limited time which can be spent by visitors often forbids careful and systematic study of the material shown. If, however, printed descriptions and abstracts can be furnished, they serve to fix in the memory the facts observed and afford material for careful future study. Such matter, therefore, has great value, and should be supplied in as great variety and extent as possible in all educational displays.

A valuable portion of the exhibit of the Board of Education was comprised in two large volumes containing the various administrative forms and blanks used by superintendents and committees throughout the State.

The most striking portion of the exhibit of the Board of Education was probably the two large educational maps, prepared by Mr. George H. Bartlett. These maps were eight feet broad and twelve feet long, and were designed to show at a glance the number and location of free public schools and libraries in the State. They were hung in a very prominent position by the main aisle.



In no other portion of the world are there so many free public libraries as in Massachusetts, and in no other are there so many books accessible to all. The legend "free public



NORMAL SCHOOL SECTION, MASSACHUSETTS PUBLIC SCHOOL EXHIBIT.

libraries for ninety-seven per cent. of the entire population" tells the story of the library map in the briefest possible language.

Large lithographic reproductions of these maps were prepared for distribution.

THE NORMAL SCHOOL EXHIBIT.

The normal schools of Massachusetts have a long and honorable record. The first State normal school established in the United States was opened at Lexington July 3, 1839.

In preparing material for our exhibit I found the principals of the normal schools unwilling to furnish the written work of their pupils, and in consequence the amount of material contributed by the normal schools was small in comparison with the work shown in some of the other States. The material contributed, however, was all so excellent and so suggestive that I very much regretted that I had no more to display.

The following list shows the character and extent of this department: —

Bridgewater. — Framed photographs of school buildings and album of photographs of interiors; courses of study arranged on a large chart; apparatus, seven pieces, illustrating outfit for individual pupils in the study of natural science; manual training, eight pieces, all objects of value to the maker in the prosecution of his school work; students' chemical outfit; two portfolios of drawing; bound volume entitled "Educational Study of Man;" catalogues.

Framingham. — Framed photographs of buildings and album of photographs of interiors; catalogues.

Salem. — Framed photographs of buildings and album of photographs of interiors; an ingenious supporting-frame apparatus; telegraph key and sounder; force-pump; catalogues.

Westfield. — Framed photographs of buildings and album of photographs of interiors; bound volume containing the teachers' topics in the course of studies; bound volume describing and illustrating the methods of instruction used in the school; portfolios containing historical maps made by pupils; portfolios containing maps designed to illustrate physical geography, made by pupils; portfolios containing drawings; catalogues.

Worcester. — Framed photographs of buildings and album of photographs; graphic representation of time given to the various subjects taught in the school; graduation theses; methods of instruction in geometry; device in plant study; confidential reports of pupil teachers; methods of instruction in botany; outdoor observations; apprentices' diaries; portfolios of drawings; lantern for projections; star lantern; catalogues.

Normal Art School. — The Massachusetts Normal Art School made a large and gratifying display, both with the public schools and with art schools. Its public school exhibit showed fully its course of study, illustrated by many examples of pupils' work. This is the only institution of its kind in the country, and its success is a subject of just pride on the part of our citizens.

The second purpose of the educational exhibit of the State was said to be, "To show present ideals in education and the best methods of realizing them." The method adopted to secure this was to show pupils' work in great variety, with statements from teachers showing the relation of the work to courses of study, the methods of instruction used in the subjects illustrated, and the conditions under which the work was done. As far as possible the work, with its explanations, was bound in large octavo volumes. A full description of this work would occupy more space than can be afforded in this report. A record of some of the most prominent features is all that I shall attempt.

KINDERGARTEN WORK.

The kindergarten work shown was sent by Boston, Brookline, Holyoke, Pittsfield, Somerville, Springfield, North Adams, Grafton, Chelsea, Quincy, Marshfield, Duxbury, Scituate and Watertown. The material consisted of paper folding and weaving, sewing, stick-laying, pease work, colored outline pictures, wall decorations, pencil pictures of objects and scenes, and colored representation of simple objects.

The work of Boston, Brookline and Somerville was done by pupils in free public kindergartens; the other work came from primary schools in which kindergarten work forms a portion



GRAMMAR SCHOOL SECTION, MASSACHUSETTS PUBLIC SCHOOL EXHIBIT.

of the regular occupation of the pupils. It would seem from the displays made, both in the Massachusetts exhibit and in the exhibits of other States, that paper-folding, paper-weaving and stick-laying are becoming very common in urban primary schools.

The work of this kind from Springfield was unique in that it was classified as manual training, and was shown as a portion of a complete course in this department of school work. It should be noted that nearly all the Massachusetts paper work was in delicate colors, and calculated to educate the taste of the children. In a few instances I noticed attempts to teach color by the use of colored pencils.

The character of our kindergarten display differed essentially from that of the most of the kindergarten work shown by other States. It was confined to the usual kindergarten work, it was quiet and attractive in color and arrangement, and its mechanical execution was excellent. It seems to be the opinion of Massachusetts kindergartners that their work is based upon well-established principles and has certain well-defined limits. It is greatly to be desired that they continue in the same mind. Children of school age may have better employment than folding gaudy paper in ugly designs or making weak representations of natural objects and scenery with blocks and cardboard.

PRIMARY AND GRAMMAR SCHOOL WORK.

Arithmetic.

The work in this subject was quite fully illustrated in the exhibit. Arithmetic has always been the *pièce de résistance* in Massachusetts schools, and seems likely to retain its position; but it should be noted that with the new demands made by other studies arithmetic has lost some of its former hold upon the schools. New methods of teaching the subject are believed to render it more effective, both as a practical study and as a culture study, than ever before.

Mensuration.

Closely connected with arithmetic is the Springfield work in mensuration. Concerning this work the superintendent says : —

The course in mensuration begins the first year of school and extends through all the classes of the primary and grammar grades — nine in all. The work is co-ordinated with the freehand and mechanical drawing, and is so planned as to give the pupil a good preparation for the study of geometry, which begins the seventh year.

No rule is used until the pupils have themselves demonstrated it. Hence, no rules are ever arbitrarily given to them, or learned by them from a book.

During the first six years of school pupils are trained to calculate the area, perimeter, circumference and diameter of geometric surfaces, the surface area and cubic contents of the simpler solids, as also the number and direction of their faces, and the number and total length and direction of all their edges. An important feature of the work is the comparison of different geometric forms with one another. This serves the purpose of developing clear conceptions of these forms. During the fifth and sixth years a somewhat careful study of angles is made a prominent feature of the work.

In the seventh year the elements of geometry are introduced, and this work is continued through the eighth and ninth years. Much more time, however, is devoted to the subject the ninth year than the two preceding years.

In this "grammar-school geometry" all the demonstrations are "original," *i. e.*, pupils worked them out themselves and did not have access to text-books on geometry in which they were found. As far as possible the "propositions" were cast into the form of "questions" to make the character of the pupils' work more of the nature of an investigation than a mere proving of truths previously stated to them.

No definitions were "learned" — all definitions really important were formulated by the pupils. No "axioms" or "postulates" were learned. All needless technicalities were omitted.

Mechanical drawing, although taught in a very elementary way in the lower classes, is taught systematically only during the seventh, eighth and ninth years in the grammar schools and in the high school.

Penmanship.

As a large portion of our exhibit consisted of pupils' written exercises, there was little need of special work in writing. Several cities, however, made displays of penmanship that were very creditable, notably Springfield, Holyoke and Boston. Holyoke alone showed ornamental penmanship.

The writing exhibited was all based upon the usual copy-book

standard ; a very small portion was “ freehand ; ” no “ vertical ” writing was to be seen.

English Language.

Our native tongue is used in four distinct ways : it is spoken, it is understood when spoken, it is written, it is read. Hence arise four natural divisions of work in teaching this branch.

It is a matter of some importance to determine the natural order of these processes. The rule is : first, the understanding of a spoken word ; second, the ability to speak the word ; third, the ability to recognize the word when written or printed ; fourth, the ability to write it. As people do not speak in words merely, but in sentences, *sentence* as well as *word* might be used in the analysis.

The first two of these processes are not readily shown in an educational exposition, and, except in an indirect way, in the work called “ language lessons,” very little effort was made to exhibit them. A method of teaching reading was shown by Superintendent Davis of Chelsea, and his method of exhibition was very ingenious and successful. He had prepared photographs of classes at different stages of their progress, engaged in oral reading. Three photographs were devoted to the first year of school, three to the second, and three to the third. Under each photograph was a printed explanation of the step that the photograph illustrated. The whole made a chart of great value that attracted much attention from all visitors. This chart was accompanied with a complementary chart showing methods in teaching correct oral and written expression.

By far the greatest portion of the work in English shown in our exhibit pertained to the writing of English. This work, logically arranged, is classified in the following departments : first, copying ; second, writing from dictation ; third, reproduction in other words of dictated thoughts ; fourth, the expression of the pupil’s thoughts in his own language. An essential portion of the work in the last of these departments consists in learning the principles of correct expression. These principles have been discovered by a careful examination of

the structure of human language, and the characteristics of those English works which have been accepted as models of expression.

No other portion of our exhibit was so full or so satisfactory as the work in English. From the first crude attempts at copying the teacher's written words upon the blackboard to the critical study of Shakespeare and Milton, the work has an excellence that attracted and held the admiration of all who examined it.

Geography.

Geography as commonly taught has probably been the least helpful of all the branches of common-school study. The work shown at the Exposition was doubtless better than the average of work done throughout the State, but it was not the most satisfactory of the work shown.

Besides the papers of pupils there were shown cases of specimens collected by teachers and pupils to illustrate the subject, "production maps" and relief maps made by the pupils. The specimens were good and the cases in which they were placed were well adapted to the purpose, having many small compartments, and being covered with glass tops, easily removed. It has been suggested that for this purpose the "cases" used by printers for small fonts of type are well adapted, being strong, light and cheap. A suitable glass cover can be easily provided. The production maps were good of their kind, but production maps are often so defective as to render them very nearly if not entirely useless. Probably a better form could be devised. Certainly a form that covers Massachusetts with a picture of a codfish and ornaments Louisiana with a bit of sugar-cane conveys more of error than of truth to the mind of the observer.

Relief maps in putty and pulp were shown in large numbers. These were open to the usual criticism of gross exaggeration and general inaccuracy, as well as to the charge that they were often slovenly and inartistic in appearance. Inaccurate maps made upon the molding-board to illustrate the general physical features of a country as described orally have their peculiar value as a method of expressing thought. Maps made for permanent preservation and study, however, have a different pur-

pose, and should be as accurate as it is possible to make them. The outlines should be correct, the elevations should be made to a definite scale, and the coloring should be delicate and attractive. Such maps require much time and labor for their construction, and several pupils may work upon one map. The method used by professional map-makers is probably the easiest as it is the most satisfactory.

United States History.

One of the most gratifying facts connected with recent educational progress in this country is the great improvement that has taken place in methods of teaching history. The work shown in this branch of study by Massachusetts was not as satisfactory as could be wished.

Human Physiology.

It is customary to classify under this head the various facts of anatomy, physiology and hygiene taught in common schools. The title is not a happy one, and to one judging from the work shown at the Exposition the results of the instruction given are unsatisfactory. The simplest rules of health may be taught to young children, doubtless, and the principles of physiology on which they rest are within the comprehension of older pupils; but the attempt to teach anatomy to babes, and to children the functions performed by the most complex organism in the universe, must always prove a failure.

Observation and Nature Study.

The pamphlet on nature study prepared for our exhibit by Mr. Arthur C. Boyden records the movement in the State to promote careful observation of the more common natural objects and phenomena and to disseminate useful information concerning them. In Boston lessons given with this purpose are called observation lessons; in Brookline they are classified as zoölogy, chemistry, etc.; in other places they are called simply nature study. It should be added that in most schools language study and nature study are combined, the facts observed and otherwise learned forming the basis of conversation and written composition.

Civil Government. — Book-keeping.

Little work was shown in civil government. Most of the book-keeping exhibited was received from high schools, a small amount being received from grammar schools.

The Monthly Report Book.

In the monthly report book from Worcester an attempt is made to adapt the monthly record book of European schools to American conditions. It is believed that the system has great value.

WORK OF EVENING SCHOOLS.

The only evening school work shown was sent by the city of Worcester.

HIGH SCHOOL WORK.

The high school work in the exhibit was excellent in every particular. The work shown was suggestive of good methods and desirable results.

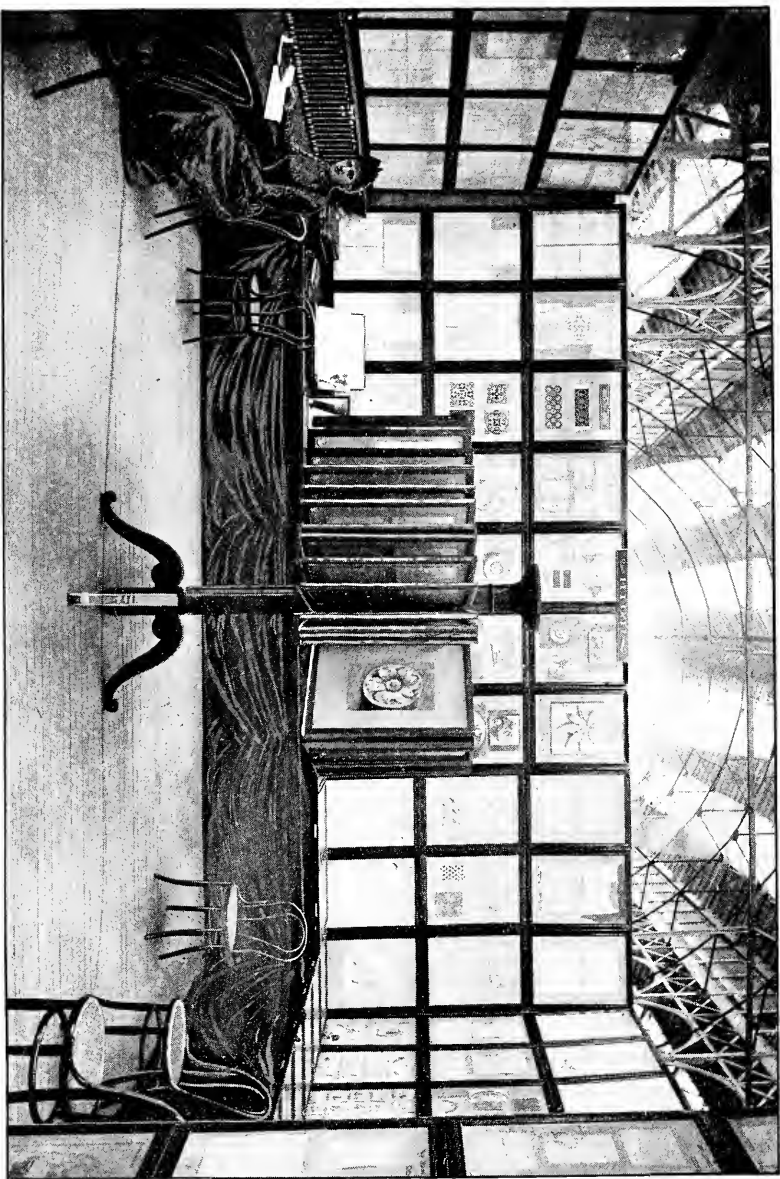
TRAINING SCHOOLS.

A large and satisfactory exhibit of work from teachers' training schools was made by several cities.

DRAWING.

The drawing contributed to the exhibit was shown upon walls, in wing-frames and in portfolios. Each method of display had its advantages. To the casual observer the wall display was most pleasing; the portfolios were most convenient for the careful student; the wing-frames probably satisfied the most visitors.

The most prominent portion of the drawing was the work shown by the evening drawing schools of Boston. This occupied the outer wall next to the south aisle and was much admired. Worcester and Waltham evening drawing schools were well represented on either side of the main aisle of the exhibit. The State course in drawing was shown upon the walls of the primary, grammar and high-school sections. It attracted much attention and received many favorable comments from the many artists and teachers of drawing who examined it.



HIGH SCHOOL SECTION, MASSACHUSETTS PUBLIC SCHOOL EXHIBIT.

The public schools of nearly all the cities and towns that contributed to the exhibit were represented by drawings. Much of the work in this department was excellent, all was good. It is just to give especial credit to Boston, Springfield, Quincy, Somerville, Worcester and Holyoke, which were most generous in their contributions.

SEWING.

Sewing was shown by Boston, Somerville, Brookline and Watertown. The exhibit was composed of pupils' work arranged to show courses of study and of completed garments. It was often complimented as the most complete and instructive sewing exhibit in the Exposition.

MANUAL TRAINING.

This subject lends itself readily to the purposes of an exhibition, and the World's Fair offered a field for its display such as had never been seen before. The opportunity thus presented was gladly welcomed, and in nearly all the educational displays, both American and foreign, manual-training models and exercises formed a very important part.

Massachusetts showed quite completely several courses for grammar-school grades, and two courses for high-school grades. Boston presented, in well-arranged exercises, Mr. Larsson's sloyd system, the "Eliot School Course," and Mr. Eddy's system. Springfield showed Mr. Kilbon's system of knife-work, tool-work, wood-turning and iron-work, covering all grades of grammar and high schools. Fall River showed the course in manual training in the B. M. C. Durfee High School. Salem showed work from the Curwen Manual Training School. Waltham sent a full illustration of Mr. Schwartz's system of sloyd. This covers both grammar and high-school grades, and while following Swedish principles, supplies American models and adapts itself to American methods of instruction.

EXPENSE OF THE EXHIBIT.

The State expended a little more than \$10,000 on the educational exhibit; the cities and towns spent about \$5,000 in addition. The total expense was therefore about \$15,000.

AWARDS.

At the date of this writing, no official announcement of awards in the educational department has been made. A preliminary list has been given to the press, which gives to the Board of Education and to nearly all the cities and towns contributing to the display a medal and diploma.

CONCLUSION.

In conclusion I wish to express my gratitude to the Board of Education for their courtesy and aid in the prosecution of my work.

GEORGE E. GAY.



AN ABSTRACT

OF THE

SCHOOL RETURNS MADE BY THE SCHOOL COMMITTEES
OF THE SEVERAL TOWNS AND CITIES IN THE
COMMONWEALTH

FOR

THE SCHOOL-YEAR 1892-93.

BOARD OF EDUCATION.

BARNSTABLE COUNTY.

TOWNS.	Population — U. S. Cen- sus, 1890.	Valuation — 1892.	No. of Public Schools.	No. of persons in town May 1, 1892, between 5 and 15 years of age.	No. of persons in town May 1, 1892, between 15 and 18 years of age.	No. of different pupils in the Schools during the school-year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 5 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school-year.	The per cent. of attend- ance based upon the average membership.	No. of teachers required by the Public Schools.
Barnstable,	4,023	\$3,563,150	25	588	359	742	—	113	401	627	574	.91	26
Bourne, .	1,442	1,465,575	11	237	203	337	—	26	203	245	220	.89	12
Brewster, .	1,003	566,215	6	137	124	158	—	21	124	134	121	.90	6
Chatham, .	1,954	865,414	13	275	257	301	1	53	257	297	256	.86	13
Dennis, .	2,899	1,216,610	17	436	247	480	2	83	369	410	383	.93	17
Eastham, .	602	249,033	3	62	44	75	1	12	44	59	49	.83	3
Falmouth,	2,567	5,113,173	15	378	275	402	2	49	228	362	335	.92	17
Harwich, .	2,734	1,083,720	13	408	227	469	—	72	222	369	329	.86	13
Mashpee, .	298	179,370	2	65	42	66	—	6	42	55	46	.83	2
Orleans, .	1,219	516,355	5	160	94	199	1	25	114	145	131	.90	5
Provincetown, .	4,642	2,166,234	17	818	575	836	—	65	538	807	763	.94	22
Sandwich, .	1,819	849,800	11	221	153	249	1	39	127	211	186	.88	12
Truro, .	919	321,255	6	158	100	175	3	11	100	149	135	.90	6
Wellfleet, .	1,291	628,050	5	164	102	212	—	41	126	155	145	.93	5
Yarmouth, .	1,760	1,814,660	9	251	175	230	—	40	174	222	206	.92	9
Totals,	29,172	\$20,598,614	158	4,358	2,977	4,931	11	656	3,069	4,247	3,879	.91	168

BERKSHIRE COUNTY.

Adams, .	9,213	\$3,459,913	36	1,725	1,080	1,689	12	127	988	1,357	1,316	.94	40
Alford, .	297	208,465	2	42	34	56	—	10	34	37	31	.83	2

SCHOOL RETURNS.

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Becket,	946	398,775	8	136	75	186	3	4	106	142	125	.88	8
Cheshire,	1,308	714,471	9	221	187	294	9	25	129	198	176	.88	9
Clarksburg,	884	223,104	4	200	100	201	10	4	97	127	106	.83	4
Dalton,	2,885	2,253,409	16	504	351	610	1	29	359	469	437	.93	17
Egremont,	845	434,001	3	116	81	121	1	11	86	95	79	.83	4
Florida,	436	172,010	6	80	59	85	1	4	59	81	67	.82	6
Great Barrington,	4,612	3,232,657	25	661	407	841	6	89	510	710	621	.87	27
Hancock,	506	344,600	5	93	58	115	2	9	66	82	71	.86	5
Hinsdale,	1,739	704,297	11	292	244	340	3	13	244	262	259	.98	11
Lanesborough,	1,018	512,235	6	214	136	210	1	15	136	158	131	.82	6
Lee,	3,785	1,797,799	15	708	433	632	15	58	425	603	439	.72	17
Lenox,	2,889	2,956,409	13	488	299	584	7	49	317	436	371	.85	14
Monterey,	495	222,220	7	105	87	115	1	15	85	85	74	.87	7
Mt. Washington,	148	80,841	2	24	12	24	1	—	12	18	14	.77	2
New Ashford,	125	69,143	2	22	13	25	1	1	13	17	16	.94	2
New Marlborough,	1,305	555,794	9	186	144	245	3	19	157	185	151	.81	9
North Adams,	16,074	6,804,740	45	2,991	2,019	2,723	—	161	1,259	1,921	1,801	.93	55
Otis,	583	213,821	8	93	77	114	1	12	77	83	69	.83	8
Peru,	305	138,967	5	37	23	46	2	2	28	40	35	.87	5
Pittsfield,	17,281	11,995,680	26	3,561	2,016	3,721	19	195	2,159	3,043	2,802	.92	87
Richmond,	796	474,524	7	152	100	158	4	2	152	158	130	.82	7
Sandisfield,	807	354,440	9	160	107	161	8	17	105	120	144	.87	9
Savoy,	569	172,353	8	85	63	97	2	1	63	93	83	.89	8
Sheffield,	1,954	903,443	14	279	181	360	5	41	197	260	224	.86	14
Stockbridge,	2,132	2,861,836	9	364	214	387	5	41	206	326	299	.91	11
Tyringham,	412	211,200	5	79	44	77	—	10	49	61	51	.83	5
Washington,	434	203,137	7	95	60	100	4	1	55	73	62	.84	7
West Stockbridge,	1,492	620,985	9	323	221	369	9	44	209	307	265	.86	10
Williamstown,	4,221	2,352,786	20	669	438	919	14	60	562	632	585	.92	27
Windsor,	612	197,800	7	105	70	101	4	8	70	85	73	.85	7
Totals,	81,108	\$45,846,855	358	14,810	9,433	15,706	154	1,077	9,014	12,294	11,067	.90	450

BARNSTABLE COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school-year.	Whole No. of different female teachers in school-year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	A'v'ge wages per month of male teachers in Public Schools.	A'v'ge wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school-year.	Average No. of months the Public Schools have been kept for the entire year.	No. of Schools kept less than six months each.	HIGH SCHOOLS.					Salary of Principal.	
										No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	Length.		
																Months.	Days.
Barnstable, .	12	26	6	6	\$82 00	\$38 82	205	8-5	-	1	2	65	Taxation,	10	10	\$1,500 00
Bourne, .	3	16	4	3	75 00	41 11	86-10	7-17	-	1	2	39	Taxation,	9-10	9-10	855 00
Brewster, .	-	12	7	7	-	35 33	47-5	7-17	-	1	2	-	-	-	-	-
Chatham, .	2	11	1	-	75 00	25 00	112	8	1	1	1	35	Taxation,	9	9	900 00
Dennis, .	11	10	8	5	68 50	32 75	144-10	8-10	-	1	2	62	Taxation,	9	9	810 00
Eastham, .	1	3	1	1	37 75	37 75	26-5	8-15	-	1	2	-	-	-	-	-
Falmouth, .	4	21	8	6	72 11	43 68	139	9-8	-	1	2	49	Part tax,	9-10	9-10	1,200 00
Harwich, .	6	15	10	7	53 20	34 87	118	9-2	-	1	1	66	Taxation,	10	10	900 00
Mashpee, .	-	2	-	-	-	41 50	15	7-10	-	-	-	-	-	-	-	-
Orleans, .	1	8	6	6	80 00	40 00	43-10	8-7	-	-	-	-	-	-	-	-
Provincetown, .	2	20	3	3	113 16	31 28	167	9-10	-	1	3	56	Taxation,	9-10	9-10	1,200 00
Sandwich, .	3	17	2	2	85 00	32 60	89-1	8-2	1	1	2	39	Taxation,	9-18	9-18	1,100 00
Truro, .	-	9	2	2	-	37 00	54	9	-	-	-	-	-	-	-	-
Wellfleet, .	1	4	3	2	88 88	38 00	43	5	-	1	1	64	Taxation,	9	9	800 00
Yarmouth, .	5	5	2	2	70 00	37 05	81	9	-	1	1	31	Part tax,	9	9	1,000 00
Totals, .	51	179	63	52	\$73 68	\$36 31	1,371-1	8-5	2	10	17	506	-	94-8	94-8	\$10,265 00

BERKSHIRE COUNTY — CONTINUED.

Adams, .	5	39	11	8	\$110 26	\$37 97	326-10	9-6	-	1	3	123	Taxation,	9-15	9-15	\$1,500 00
Alford, .	-	4	-	-	-	28 00	17-5	8-12	-	-	-	-	-	-	-	-

SCHOOL RETURNS.

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Becket,	1	12	3	-	26 00	25 00	57-15	7-18	1	-	1	-	34	-	-	-	432 00
Cheshire,	-	6	-	-	-	32 00	81	9	-	1	-	-	-	-	9	-	-
Clarksburg,	-	9	1	1	-	32 00	32-15	8-4	-	-	-	-	66	-	-	9-15	-
Dalton,	1	16	-	-	102 57	34 00	144-10	9	1	1	2	-	-	-	-	-	1,000 00
Egremont,	-	7	-	-	-	34 00	24	8	-	-	-	-	-	-	-	-	-
Florida,	-	7	-	-	-	25 16	37-10	6-10	-	-	-	-	-	-	-	-	-
Great Barrington,	3	30	4	2	72 50	33 00	236-9	9-12	1	2	3	-	107	-	-	9-11	1,350 00
Hancock,	1	7	1	-	24 00	27 60	36-10	7-3	1	-	-	-	-	-	-	-	-
Hinsdale,	1	17	1	-	63 15	29 00	99-6	9	-	1	-	-	35	-	-	9-6	600 00
Lanesborough,	-	9	2	2	-	32 00	49-10	8-5	-	-	-	-	-	-	-	-	-
Lee,	2	21	2	1	94 87	33 28	87	8-10	-	-	-	-	65	-	-	9-15	1,200 00
Lenox,	2	18	3	3	61 00	33 00	115-5	9-5	-	1	2	-	57	-	-	9-15	900 00
Monterey,	-	9	2	-	-	25 21	40-5	5-15	-	1	1	-	14	-	-	2-10	80 00
Mt. Washington,	-	2	-	-	-	24 00	14	7	-	-	-	-	-	-	-	-	-
New Ashford,	-	3	-	-	-	25 13	15	7-10	-	-	-	-	-	-	-	-	-
New Marlboro',	-	13	1	1	-	24 56	82-5	9-7	-	-	-	-	-	-	-	-	-
North Adams,	3	69	11	6	102 04	45 57	444	9-9	-	2	6	-	130	-	-	{ 9-15 9 }	1,500 00 600 00
Otis,	1	9	1	-	20 00	20 00	44	5-10	-	-	-	-	-	-	-	-	-
Peru,	-	8	-	-	-	17 60	30	6	-	-	-	-	-	-	-	-	-
Pittsfield,	6	91	15	14	130 00	39 60	775-8	10	-	1	6	-	220	-	-	10	1,800 00
Richmond,	1	7	3	3	50 00	29 71	59	8-8	-	1	1	-	30	-	-	8-8	426 00
Sandisfield,	4	8	-	-	20 50	20 81	63-3	7	1	-	-	-	-	-	-	-	-
Savoy,	1	8	2	1	24 00	17 80	51-5	6-8	-	-	-	-	-	-	-	-	-
Sheffield,	2	18	3	3	48 10	26 44	133	9-10	-	1	1	-	31	-	-	9-10	600 00
Stockbridge,	1	17	9	6	126 31	49 12	83-10	9-5	-	1	2	-	54	-	-	9	1,200 00
Tyringham,	-	9	2	-	-	25 00	38-10	7-14	-	-	-	-	-	-	-	-	-
Washington,	-	10	1	-	-	20 00	47-10	6-5	-	-	-	-	-	-	-	-	-
West Stockbridge,	6	10	7	2	40 00	33 68	87-15	9-15	-	-	-	-	-	-	-	-	-
Williamstown,	3	24	4	2	103 00	32 00	166	8-6	1	1	3	-	41	-	-	9-15	1,000 00
Windsor,	-	12	-	-	-	21 33	47-10	7-10	1	-	-	-	-	-	-	-	-
Totals,	44	529	89	55	\$75 67	\$33 86	3,567-6	8-1	5	16	33	-	1,007	-	-	134-15	\$14,188 00

BOARD OF EDUCATION.

BARNSTABLE COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes Schools, including board, fuel, school- rooms, for the school- year 1892-93.	Expense of supervision by school committee.	Salary of Superin- tendent of Public Schools.	Expense of printing reports, etc.	Expense of sundries, — books, stationery, etc.	Amount expended for transportation of pu- pils.	Amount expended for new school-houses.	Amount expended for alterations and per- manent improve- ments.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by tax- ation.
Barnstable, .	\$12,500 00	\$289 02	\$1,500 00	\$37 50	\$581 96	\$1,000 00	—	\$350 00	\$820 49	\$17,078 97
Bourne, .	4,970 80	95 00	281 25	—	434 70	—	—	—	266 49	6,048 24
Brewster, .	1,949 82	120 00	—	15 00	234 66	144 00	—	—	99 58	2,563 06
Chatham, .	4,115 00	230 00	—	30 00	480 00	—	—	—	671 00	5,526 00
Dennis, .	6,500 00	155 00	851 92	42 50	766 10	—	—	—	978 67	9,294 19
Eastham, .	900 00	—	59 28	10 00	133 93	—	—	—	59 21	1,102 42
Falmouth, .	7,500 00	99 00	1,400 00	55 35	681 70	700 00	—	—	234 02	10,670 07
Harwich, .	5,300 00	131 30	303 20	—	605 97	—	—	—	271 32	6,611 79
Mashpee, .	700 00	20 00	83 28	15 05	64 74	172 50	—	55 00	13 55	1,124 12
Orleans, .	2,000 00	—	150 00	16 98	128 23	165 00	—	—	95 73	2,555 94
Provincetown, .	9,000 00	207 00	278 07	16 00	822 89	—	—	549 19	—	10,873 15
Sandwich, .	5,261 64	48 25	562 50	47 75	308 84	9 36	—	—	278 15	6,516 49
Truro, .	1,700 00	98 00	—	18 00	246 00	—	—	—	217 00	2,279 00
Wellfleet, .	3,100 00	110 00	70 30	10 00	247 41	141 80	—	—	—	3,679 51
Yarmouth, .	4,200 00	—	1,300 00	19 00	650 00	350 00	—	—	200 00	6,719 00
Totals, .	\$69,697 26	\$1,602 57	\$6,839 80	\$333 13	\$6,387 13	\$2,682 66	—	\$954 19	\$4,205 21	\$92,701 95

BERKSHIRE COUNTY — CONTINUED.

Adams, .	\$20,336 97	\$175 00	\$1,900 00	\$25 00	\$2,697 03	—	—	\$677 89	\$520 90	\$26,332 79
Alford, .	300 85	16 00	—	5 00	51 54	\$30 00	—	—	—	403 39

SCHOOL RETURNS.

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Becket,	1,300 00	-	258 00	12 00	106 46	-	-	-	15 00	1,691 46
Cheshire,	3,000 00	55 00	225 00	16 90	192 54	-	-	-	246 70	3,736 14
Clarksburg,	1,063 83	25 00	-	10 00	137 31	-	-	-	50 31	1,286 45
Dalton,	7,500 00	170 00	375 00	11 50	1,050 00	-	-	-	600 00	9,706 50
Egremont,	1,000 00	-	56 00	28 00	163 00	-	-	-	-	1,247 00
Florida,	1,020 85	-	25 00	7 50	60 17	-	-	-	-	1,113 52
Gt. Barrington,	11,570 00	195 00	-	25 00	815 00	30 00	-	-	75 00	12,710 00
Hancock,	800 00	53 73	-	7 00	133 18	-	-	100 00	52 58	1,146 49
Hinsdale,	3,600 00	75 00	-	-	531 17	-	-	51 81	64 90	4,322 88
Lanesborough,	1,800 00	-	150 00	-	60 83	229 00	-	170 00	24 97	2,434 80
Lee,	9,074 66	300 00	-	-	848 03	-	-	-	-	10,222 69
Lenox,	5,800 00	230 00	-	15 00	500 60	-	-	2,000 00	600 00	9,145 00
Monterey,	700 00	45 00	-	5 00	110 77	36 75	\$201 10	50 00	17 30	1,165 92
Mt. Washington,	75 00	17 00	-	2 00	3 75	-	-	-	20 50	118 25
New Ashford,	66 00	36 50	-	12 00	15 13	-	-	-	-	129 63
New Marlboro',	1,587 80	74 55	150 00	4 13	180 20	61 00	-	-	47 46	2,105 14
North Adams,	30,369 07	645 00	2,000 00	123 25	3,763 66	-	4,833 58	-	2,314 09	44,048 65
Otis,	900 00	76 50	-	4 50	53 33	-	-	-	9 00	1,043 33
Peru,	300 00	15 00	-	4 00	32 00	-	-	-	2 00	353 00
Pittsfield,	44,471 58	-	1,975 00	125 00	5,390 14	305 48	9,200 00	3,000 00	1,146 15	65,613 35
Richmond,	1,667 05	-	185 97	30 00	238 80	-	-	-	31 64	2,153 46
Sandisfield,	1,000 00	67 00	-	-	277 28	15 00	-	-	67 55	1,426 83
Savoy,	700 00	39 00	-	7 00	135 72	-	-	-	12 81	894 53
Sheffield,	3,450 00	72 50	225 00	15 00	315 25	-	-	225 66	188 09	4,491 50
Stockbridge,	6,500 00	225 00	500 00	-	662 72	280 00	-	-	557 28	8,725 00
Tyringham,	800 00	20 00	-	-	69 63	25 00	-	-	6 91	921 54
Washington,	750 00	28 50	110 41	5 00	81 37	-	-	-	12 00	987 28
W. Stockbridge,	4,300 00	-	250 00	17 80	490 16	72 50	-	249 71	119 33	5,499 50
Williamstown,	8,467 48	135 00	-	30 00	576 19	133 00	-	934 27	154 66	10,430 60
Windsor,	1,107 35	31 00	-	5 00	73 85	103 50	-	-	-	1,320 70
Totals,	\$175,378 49	\$2,822 28	\$8,385 38	\$552 58	\$19,816 21	\$1,321 23	\$14,234 68	\$7,459 34	\$6,957 13	\$236,927 32

SCHOOL RETURNS.

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Becket,	-	73 80	-	-	-	-	-	-	-	-	-	409 64	-
Cheshire,	-	-	-	-	-	-	-	-	-	-	-	368 31	-
Clarksburg,	-	-	-	-	-	-	-	-	-	-	-	409 64	-
Dalton,	-	-	-	-	-	-	-	-	-	-	-	218 31	\$50 00
Egremont,	-	-	-	-	-	-	-	-	-	-	-	409 64	-
Florida,	-	-	-	-	-	-	-	-	-	-	-	443 31	-
Gt. Barrington,	-	613 00	-	-	-	-	-	-	-	64	\$9,215 00	409 64	13 00
Hancock,	\$200 00	\$12 00	-	-	-	-	-	-	-	-	-	368 31	-
Hinsdale,	-	31 81	-	-	-	-	-	-	-	-	-	331 64	-
Lanesborough,	630 00	155 78	-	-	-	-	-	-	-	140	-	268 31	268 31
Lee,	-	-	-	-	-	-	-	-	-	-	-	50 00	-
Lenox,	-	-	-	-	-	-	-	-	-	-	-	409 64	-
Monterey,	-	113 20	-	-	-	-	-	-	-	-	-	275 00	-
Mt. Washington,	100 00	11 50	-	-	-	-	-	-	-	-	-	275 00	-
New Ashford,	-	19 48	-	-	-	-	-	-	-	-	-	275 00	-
New Marlboro',	4,600 00	79 60	-	-	-	-	-	-	-	-	-	331 64	-
North Adams,	-	474 43	-	-	-	-	-	-	-	900	2,000 00	-	-
Otis,	-	-	-	-	-	-	-	-	-	-	-	409 64	-
Peru,	-	23 30	-	-	-	-	-	-	-	2	10 00	275 00	-
Pittsfield,	-	-	-	-	-	-	-	-	-	5	7,500 00	-	-
Richmond,	-	-	-	-	-	-	-	-	-	-	-	443 31	-
Sandisfield,	1,290 00	77 40	-	-	-	-	-	-	-	-	-	387 20	10 50
Savoy,	1,297 00	77 82	-	-	-	-	-	-	-	-	-	275 00	-
Sheffield,	3,051 22	159 24	-	-	-	-	-	-	-	-	-	368 31	21 23
Stockbridge,	4,500 00	295 50	-	-	-	-	-	-	-	8	250 00	181 64	170 00
Tyringham,	-	68 58	-	-	-	-	-	-	-	-	-	443 31	-
Washington,	-	49 12	-	-	-	-	-	-	-	-	-	443 31	-
W. Stockbridge,	-	-	-	-	-	-	-	-	-	-	-	424 41	-
Williamstown,	-	-	-	-	-	-	-	-	-	30	200 00	181 64	40 00
Windsor,	-	-	-	-	-	-	-	-	-	-	-	409 64	-
Totals,	\$100 00	\$15,668 22	\$947 60	\$1,892 13	-	-	-	-	-	1,399	\$19,175 00	\$9,507 44	\$573 04

BOARD OF EDUCATION.

BRISTOL COUNTY.

TOWNS.	Population—U. S. Census, 1890.	Valuation—1892.	No. of Public Schools.	No. of persons in town May 1, 1892, between 5 and 15 years of age.	No. of persons in town May 1, 1892, between 8 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school-year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance during the school-year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the Public Schools.
Acushnet,	1,027	\$587,830	6	149	113	166	—	22	113	140	101	.72	6
Attleborough,	7,577	4,254,839	26	1,272	757	1,531	18	126	879	1,200	1,070	.89	35
Berkley,	894	390,650	7	151	106	150	2	19	86	126	114	.90	7
Dartmouth,	3,122	2,383,700	19	478	298	493	6	35	301	411	360	.87	20
Dighton,	1,889	762,651	11	260	176	317	1	15	180	251	220	.87	11
Easton,	4,493	4,356,666	21	779	499	911	11	69	537	757	690	.91	34
Fairhaven,	2,919	1,610,148	13	443	268	461	4	45	259	421	366	.86	14
Fall River,	74,398	56,065,920	190	15,680	9,140	12,860	42	583	7,955	9,033	8,090	.89	269
Freetown,	1,417	811,007	7	184	144	226	1	14	144	173	149	.86	7
Mansfield,	3,432	1,689,575	17	634	420	722	4	48	406	591	532	.90	16
New Bedford,	40,733	40,274,113	150	8,605	4,751	6,713	—	236	3,617	5,379	4,823	.89	155
North Attleborough,	6,727	3,794,694	28	1,183	730	1,453	2	141	826	1,182	1,072	.90	39
Norton,	1,785	779,925	10	222	154	220	3	7	154	187	170	.90	10
Raynham,	1,340	788,001	8	208	129	245	1	10	126	169	140	.82	8
Rehoboth,	1,786	730,220	15	295	190	304	4	5	185	246	214	.86	15
Seekonk,	1,317	869,200	8	260	163	264	1	8	163	202	178	.88	8
Somerset,	2,106	1,013,275	9	328	198	351	2	25	204	291	261	.89	9
Swansea,	1,456	799,645	10	232	148	232	8	17	148	173	151	.87	10
Taunton,	25,448	18,313,350	81	4,479	2,592	4,151	—	371	2,408	3,622	3,293	.90	106
Westport,	2,599	1,337,825	19	999	247	457	7	34	268	357	294	.82	19
Totals,	186,465	\$141,613,234	655	36,241	21,223	32,227	117	1,830	18,959	24,911	22,288	.89	798

SCHOOL RETURNS.

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DUKES COUNTY.

Chilmark, . . .	353	\$218,769	3	32	24	35	1	3	24	33	31	.93	3
Cottage City, . .	1,080	1,518,125	4	158	104	189	3	28	104	133	106	.79	5
Edgartown, . . .	1,156	749,347	5	145	77	142	1	21	69	124	112	.90	5
Gay Head, . . .	139	24,056	1	21	9	29	-	8	9	22	17	.77	1
Gosnold, . . .	135	210,200	1	9	7	13	-	4	8	9	8	.88	1
Tisbury, . . .	1,506	739,369	3	119	110	146	-	24	115	118	100	.84	4
West Tisbury, . .	-	351,616	3	61	31	71	-	6	34	54	47	.87	3
Totals, . . .	4,369	\$3,811,482	20	545	362	625	5	94	363	493	421	.85	22

BRISTOL COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school-year.	Whole No. of different female teachers in school-year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Avg'e wages per month of male teachers in Public Schools.	Avg'e wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school-year.	Average No. of months the Public Schools have been kept for the entire year.	No. of Schools kept less than six months each.	HIGH SCHOOLS.					Salary of Principal.
										No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	Length. Months.	
Acushnet, .															
Attleborough, .															
Berkley, .	3	38	4	3	\$105 00	\$35 50	54	9	1	1	4	136	Taxation,	10	\$1,500 00
Dartmouth, .	1	11	5	4	—	41 12	232-12	8-19	1	1	1	—	—	—	—
Dighton, .	1	28	4	1	60 00	31 07	55-5	7-17	—	1	1	36	Taxation,	9	500 00
Easton, .	3	12	3	1	—	33 33	162	8-5	—	1	1	23	—	—	—
Fairhaven, .		36	7	6	105 00	33 45	88	8	—	1	3	92	Taxation,	9-15	1,500 00
Fall River, .	17	22	10	9	—	43 50	204-15	9-15	—	1	2	63	Taxation,	9-15	800 00
Freetown, .		277	26	20	143 30	39 80	120-3	9-5	—	1	16	476	Taxation,	10	3,000 00
Mansfield, .	1	15	4	1	—	48 50	1,900	10	—	1	—	—	—	—	—
New Bedford, .	8	15	10	2	94 44	33 40	62	8-17	—	1	2	53	Taxation,	10	1,000 00
North Attleboro', .	2	147	21	16	177 77	37 03	151-5	8-4	—	1	13	507	Taxation,	9-10	2,750 00
Norton, .	1	50	22	19	100 00	53 97	1,254	9-10	—	1	3	99	Taxation,	10	1,200 00
Raynham, .		13	1	1	36 00	40 87	263	6-3	—	—	—	—	—	—	—
Rehoboth, .	—	16	12	12	—	39 60	60-10	7-19	—	—	—	—	—	—	—
Seekonk, .	—	16	3	1	—	34 00	63-15	7-19	—	—	—	—	—	—	—
Somerset, .	1	13	10	10	—	29 48	119-5	9	—	—	—	—	—	—	—
Swansea, .	2	15	6	4	70 00	33 30	72	9	—	1	1	28	Taxation,	9	700 00
Taunton, .	10	14	5	3	32 00	38 20	81	9	—	1	—	—	—	—	—
Westport, .	5	96	19	18	145 74	31 00	90	9	—	1	8	277	Taxation,	10	2,000 00
Totals, .	54	871	188	142	\$124 06	62 53	166-10	9	—	1	1	34	Taxation,	9	422 50
									1	11	54	1,824	—	106	\$15,372 50

DUKES COUNTY — CONTINUED.

Chilmark, .	-	5	-	2	-	1	-	\$66 67	\$30 00	19-10	6-10	-	-	-	-	-	-
Cottage City, .	1	5	-	2	1	1	-	\$66 67	45 00	33-10	8 7	-	-	-	-	-	-
Edgartown, .	1	4	-	-	-	1	-	60 00	32 25	42	8-8	-	-	-	9	-	\$540 00
Gay Head, .	-	1	1	1	-	-	-	-	30 00	6-10	6-10	-	1	-	-	-	-
Gosnold, .	1	-	-	-	-	1	-	43 33	-	9	9	-	-	-	-	-	-
Tisbury, .	1	3	1	1	1	1	-	70 00	41 66	25-2	8-7	-	-	-	-	-	-
West Tisbury, .	1	5	3	4	3	1	-	40 00	33 67	27	9	-	-	-	-	-	-
Totals, .	5	23	8	5	5	5	5	\$56 00	\$35 97	162-12	8-2	1	1	1	34	9	\$540 00

BRISTOL COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes and expended for schools, including wages of teachers, board, fuel, care of fires, and school-rooms, for the school-year 1892-93.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of printing reports, etc.	Expense of sundries, — books, stationery, etc.	Amount expended for transportation of pupils.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.
Acushnet,	\$1,800 00	\$80 00	—	\$5 00	\$442 60	—	—	—	\$29 37	\$2,356 97
Attleborough,	17,000 00	25 00	\$1,200 00	—	1,200 00	\$625 00	\$5,000 00	—	1,700 00	26,750 00
Berkley,	1,609 16	80 00	—	16 00	190 84	37 50	—	—	49 75	1,983 25
Dartmouth,	5,000 00	100 00	625 00	25 00	600 00	140 00	—	—	450 00	6,940 00
Dighton,	3,500 00	—	175 00	—	261 77	—	—	—	404 61	4,341 38
Easton,	11,000 00	—	1,400 00	—	1,579 29	859 64	—	\$550 00	443 26	15,832 19
Fairhaven,	6,434 07	—	—	42 00	571 90	—	—	—	430 00	7,477 97
Fall River,	176,185 72	1,800 00	2,500 00	288 52	15,882 73	950 00	12,532 32	—	—	210,139 29
Free town,	2,000 00	100 00	—	14 00	450 66	153 15	—	—	—	2,717 81
Mansfield,	9,927 42	150 00	600 00	20 00	1,161 58	99 00	—	451 91	55 66	11,565 57
New Bedford,	116,238 00	700 00	3,000 00	176 85	4,164 02	—	25,722 55	12,781 53	5,176 20	167,959 15
N. Attleborough,	18,610 74	—	1,375 00	—	989 00	—	15,000 00	—	1,373 27	37,348 01
Norton,	2,435 00	65 00	—	52 50	287 72	—	—	—	207 13	3,047 35
Raynham,	3,000 00	183 00	150 00	11 00	424 84	—	—	—	93 54	3,862 38
Rehoboth,	3,500 00	115 00	—	36 60	397 04	—	—	—	167 14	4,215 78
Seekonk,	2,000 00	98 50	—	—	267 34	—	—	—	241 34	2,607 18
Somerset,	3,882 20	233 04	—	29 15	730 89	—	—	46 82	158 47	5,080 57
Swansea,	3,503 88	115 00	—	21 00	108 41	—	1,032 64	265 90	—	5,046 88
Taunton,	67,967 21	300 00	2,150 00	165 01	8,484 35	931 89	—	—	4,000 00	83,998 45
Westport,	4,500 00	200 00	625 00	20 00	466 00	9 25	—	125 00	259 00	6,204 25
Totals,	\$459,193 40	\$4,344 54	\$13,800 00	\$922 62	\$38,660 98	\$3,805 43	\$59,287 51	\$14,221 16	\$15,238 74	\$609,474 38

SCHOOL RETURNS.

XV

DUKES COUNTY — CONTINUED.

Chilmark, .	\$350 00	\$42 00	—	\$4 00	\$21 07	—	—	—	\$217 45	\$417 07
Cottage City, .	1,972 18	75 00	—	14 00	265 27	—	—	—	268 58	2,543 90
Edgartown, .	1,700 00	75 00	—	30 00	361 50	\$101 40	—	\$277 10	2,813 58	2,813 58
Gay Head, .	63 00	30 00	—	5 50	8 00	—	—	—	2 50	109 00
Gosnold, .	60 00	30 00	—	3 00	81 19	—	—	—	25 58	199 77
Tisbury, .	1,550 00	60 00	—	20 00	298 83	—	—	90 55	14 33	2,033 71
West Tisbury, .	1,044 11	54 00	—	15 40	79 14	—	—	27 90	10 40	1,230 95
Totals, .	\$6,739 29	\$366 00	—	\$91 90	\$1,115 00	\$101 40	—	\$395 55	\$538 84	\$9,347 98

BRISTOL COUNTY — CONCLUDED.

TOWNS.	Amount of voluntary contributions for Public Schools.	Amount of local funds, the income of which can be appropriated only for the support of Schools and Academies.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school-fund payable Jan. 25, 1893.	How much of said fund was used for apparatus and books of reference.
					No. of Academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of Private Schools.	Whole No. attending for the year.	Estimated amount of tuition.		
Acushnet, . . .	\$125 00	\$22,000 00	\$1,000 00	\$161 30	1	—	—	2	28	\$425 00	\$368 31	\$90 00
Attleborough, . .	—	—	—	793 65	—	—	—	—	—	—	—	—
Berkley, . . .	—	—	—	121 99	—	—	—	—	—	—	443 31	—
Dartmouth, . . .	—	2,000 00	80 80	293 50	—	—	—	—	—	—	268 31	—
Dighton, . . .	—	—	—	212 85	—	—	—	—	—	—	368 31	45 00
Easton, . . .	—	100,000 00	6,915 93	1,371 04	—	—	—	—	—	—	—	—
Fairhaven, . . .	—	—	—	316 98	—	—	—	—	—	—	268 31	—
Fall River, . . .	—	50,000 00	2,514 54	—	—	—	—	13	3,981	9,500 00	—	—
Freetown, . . .	18 15	—	—	—	—	—	—	—	—	—	334 64	334 64
Mansfield, . . .	—	1,000 00	50 00	459 89	—	—	—	—	—	—	268 31	—
New Bedford, . .	—	50,000 00	3,000 00	1,206 40	1	75	\$5,000 00	9	2,821	8,500 00	—	—
N. Attleborough, .	—	—	—	893 32	1	115	2,842 00	—	—	—	—	—
Norton, . . .	—	—	—	327 18	—	—	—	—	—	—	368 31	—
Raynham, . . .	—	—	—	263 84	—	—	—	—	—	—	368 31	—
Rehoboth, . . .	—	—	—	310 85	—	—	—	1	20	256 00	368 31	75 00
Seekonk, . . .	225 00	8,000 00	465 00	218 46	—	—	—	—	—	—	334 64	—
Somerset, . . .	—	—	—	282 27	—	—	—	—	—	—	234 64	—
Swansea, . . .	—	—	—	—	—	—	—	—	—	—	368 31	—
Taunton, . . .	—	—	—	1,082 13	1	103	3,800 00	2	454	750 00	—	—
Westport, . . .	—	—	—	314 45	—	—	—	—	—	—	268 31	—
Totals, . . .	\$368 15	\$233,000 00	\$14,026 27	\$8,630 10	3	293	\$11,642 00	27	7,304	\$19,431 00	\$4,630 33	\$544 64

DUKES COUNTY — CONCLUDED.

Chilmark, .	-	-	-	-	-	-	-	-	-	\$275 00	-
Cottage City, .	-	-	-	-	-	-	-	-	-	100 00	-
Edgartown, .	-	-	-	-	-	-	-	-	-	200 00	\$10 00
Gay Head, .	-	-	-	-	-	-	-	-	-	409 65	8 00
Gosnold, .	-	-	-	-	-	-	-	-	-	275 00	81 19
Tisbury, .	-	-	-	-	-	-	-	-	-	100 00	-
West Tisbury, .	-	-	-	-	1	13	-	-	-	443 31	-
Totals, .	-	-	-	-	1	13	-	-	-	\$1,802 96	\$99 19

ESSEX COUNTY.

TOWNS.	Population—U.S. Census, 1890.	Valuation—1892.	No. of Public Schools.	No. of persons in town May 1, 1892, between 5 and 15 years of age.	No. of persons in town May 1, 1892, between 16 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school-year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 5 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school-year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the Public Schools.
Amesbury,	6,798	\$4,539,251	28	1,623	944	1,197	—	113	510	997	928	.93	31
Andover,	6,142	4,446,289	80	1,011	599	1,063	7	15	684	910	808	.88	32
Beverly,	10,821	13,398,325	38	1,782	1,052	1,811	—	131	978	1,781	1,462	.82	44
Boxford,	865	661,223	6	150	100	154	1	9	93	116	104	.89	6
Bradford,	3,720	2,189,256	17	652	386	730	—	150	434	636	583	.91	21
Danvers,	7,454	8,992,390	24	1,183	691	1,474	—	111	755	1,174	1,012	.86	30
Essex,	1,713	867,670	9	223	155	239	4	29	206	260	237	.91	10
Georgetown,	2,117	1,036,250	11	357	213	364	—	20	210	339	315	.92	13
Gloucester,	24,651	15,011,616	89	3,637	2,263	4,454	6	523	2,252	3,665	3,550	.97	112
Groveland,	2,191	907,232	12	500	279	440	—	41	279	373	342	.91	12
Hamilton,	961	992,672	5	148	93	154	4	4	91	131	109	.83	5
Haverhill,	27,412	19,788,110	90	4,631	2,307	3,815	10	397	1,996	3,135	2,904	.92	108
Ipswich,	4,439	2,583,434	18	858	582	817	—	120	501	631	566	.89	22
Lawrence,	44,654	32,527,937	117	9,005	5,282	6,582	3	501	3,924	5,419	5,202	.95	149
Lynn,	55,727	47,052,914	183	8,869	5,119	9,265	1	857	5,009	8,352	7,355	.87	202
Lynnfield,	787	605,207	4	95	77	111	—	—	70	97	77	.79	4
Manchester,	1,789	7,157,744	6	201	147	273	—	31	127	233	203	.87	8
Marblehead,	8,202	5,205,146	17	1,116	635	1,319	—	146	713	1,199	1,050	.87	28
Merrimac,	2,633	1,354,537	14	425	241	549	5	81	260	456	420	.92	16
Methuen,	4,814	3,321,088	22	934	558	870	6	75	769	790	718	.90	29
Middleton,	924	554,006	5	168	105	182	3	11	168	131	108	.82	5
Nahant,	880	4,768,324	4	97	80	129	—	32	80	110	103	.93	5
Newbury,	1,427	956,315	7	224	205	220	3	9	131	198	147	.74	7

SCHOOL RETURNS.

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Newburyport, .	13,947	9,570,505	37	2,352	1,446	1,881	3	159	1,041	1,498	1,376	.91	40
North Andover,	3,742	2,703,047	19	675	398	744	1	44	437	620	571	.92	23
Peabody, .	10,158	7,446,900	40	1,772	1,116	2,079	-	173	1,137	1,864	1,655	.88	46
Rockport, .	4,087	2,132,800	15	676	398	730	-	55	390	655	574	.87	16
Rowley, .	1,248	606,967	7	190	140	180	2	2	139	165	145	.87	7
Salem, .	30,801	26,427,876	95	5,120	3,213	3,718	-	387	2,294	3,822	3,400	.88	109
Salisbury, .	1,316	591,624	7	220	165	227	-	11	63	182	159	.87	7
Saugus, .	3,673	2,707,952	16	687	393	872	-	56	515	677	608	.89	18
Swampscott, .	3,198	4,775,449	11	463	297	493	-	45	297	344	324	.94	13
Topsfield, .	1,022	1,026,890	5	160	104	178	5	10	90	143	120	.83	5
Wenham, .	886	572,915	5	135	67	135	1	7	65	104	99	.95	5
West Newbury,	1,796	918,236	10	268	185	287	1	26	177	241	211	.87	10
Totals, .	299,995	\$233,398,097	1,023	50,607	30,037	47,736	66	4,381	26,885	41,448	37,545	.90	1,198

ESSEX COUNTY — CONTINUED.

TOWNS.	HIGH SCHOOLS.																	
	Whole No. of different male teachers in school-year.	Whole No. of different female teachers in school-year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	A'v'g wages per month of male teachers in Public Schools.	A'v'g wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools being the school-year.	Average No. of months the Public Schools have been kept for the entire year.	No. of Schools kept less than six months each.	No. of High Schools.				No. of pupils.	How supported.	Length.		Salary of Principal.
										Schools.	No. of teachers.	No. of pupils.	Months.			Days.		
Amesbury, .	4	40	17	17	\$83 33	\$39 29	257	9-5	1	4	125	Taxation,	9-5	\$1,500 00				
Andover, .	1	35	15	10	42 00	43 21	279-5	9-5	—	4	105	Not by tax,	9-5	1,800 00				
Beverly, .	3	41	14	14	80 33	38 33	380	10	—	5	203	Taxation,	10	1,500 00				
Boxford, .	—	6	2	2	—	32 66	52-10	8-15	—	—	—	—	—	—				
Bradford, .	2	23	1	1	136 84	37 07	148-8	8-14	—	3	94	Taxation,	9-2	1,300 00				
Danvers, .	4	28	19	17	125 29	39 70	218	9-1	—	3	119	Taxation,	10	1,500 00				
Essex, .	1	9	6	3	96 85	29 61	70-15	7-15	—	2	53	Taxation,	8-15	847 50				
Georgetown, .	1	13	6	4	111 11	37 31	99	9	—	2	36	Taxation,	9	1,000 00				
Gloucester, .	6	115	27	22	160 00	40 67	845-10	9-14	—	11	353	Taxation,	9-14	2,100 00				
Groveland, .	1	11	4	4	95 00	37 09	106-10	9	—	1	63	Taxation,	10	950 00				
Hamilton, .	1	7	3	2	34 00	34 00	46-5	9-5	—	—	—	—	—	—				
Haverhill, .	5	103	15	15	145 00	56 00	867-15	9-15	—	10	289	Taxation,	10	2,000 00				
Ipswich, .	2	23	12	9	135 00	36 21	170	9-13	1	2	64	Part tax,	10	1,500 00				
Lawrence, .	7	144	8	4	162 86	52 53	1,170	10	—	9	239	Taxation,	10	2,500 00				
Lynn, .	16	186	94	73	147 00	63 75	1,757	9-12	—	26	615	Taxation,	9-12	2,500 00 2,000 00				
Lynnfield, .	—	6	4	3	—	38 00	35-10	8-15	—	—	—	—	—	—				
Manchester, .	1	8	6	6	100 00	42 29	57-12	9-15	—	2	52	Taxation,	9-15	1,000 00				
Marblehead, .	3	30	10	4	135 00	38 84	170	10	—	4	131	Taxation,	10	1,300 00				
Merrimac, .	2	19	10	10	105 26	38 00	119-5	8-10	1	2	45	Taxation,	9-10	1,000 00				
Methuen, .	2	27	3	1	72 50	37 90	209	9-10	—	3	75	Taxation,	9-10	1,000 00				
Middleton, .	—	6	2	2	—	39 00	46-5	9-5	—	—	—	—	—	—				
Nahant, .	1	4	2	2	118 92	62 16	37	9-5	—	2	24	Taxation,	9-5	1,100 00				

SCHOOL RETURNS.

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Newbury, . . .	10	3	2	-	28	57	63	9	-	1	6	157	-	10-2	-
Newburyport, . .	40	9	6	106 00	41	89	393-1	10-7	-	1	2	40	Part tax, .	10	2,200 00
North Andover, . .	23	5	2	82 75	39	17	180-15	9-10	-	1	2	105	Taxation, .	10	1,000 00
Peabody, . . .	49	30	25	119 00	43	16	400	10	-	1	5	84	Taxation, .	10	1,500 00
Rockport, . . .	16	8	7	77 00	39	00	138	9-4	-	1	2	4	Taxation, .	9-10	733 00
Rowley, . . .	9	4	3	-	25	50	63	9	-	-	-	315	-	-	-
Salem, . . .	100	82	75	157 22	55	35	914-4	9-12	-	1	11	43	Taxation, .	9-12	2,200 00
Salisbury, . . .	8	4	4	60 00	28	00	56	8	1	1	1	72	Taxation, .	8	525 00
Saugus, . . .	19	10	8	110 00	41	65	146	9	-	1	2	42	Taxation, .	9	1,100 00
Swampscott, . . .	12	8	8	160 00	48	00	110	10	-	1	2	-	Taxation, .	10	1,600 00
Topsfield, . . .	7	5	2	50 00	33	50	45	9	-	-	-	-	-	-	-
Wenham, . . .	8	6	6	-	33	60	45	9	-	-	-	29	-	-	-
West Newbury, . .	14	2	-	69 00	29	57	82	8-2	-	1	1	9	Taxation, .	9	800 00
Totals, . . .	1,199	456	373	\$123 47	\$47 32	9,778-10	9-4	4	28	127	3,576	-	-	257-17	\$40,055 50

ESSEX COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes and expended for Schools, including wages of teachers, board, fuel, and school-rooms, for the school-year 1892-93.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of printing reports, etc.	Expense of sundries, — books, stationery, etc.	Amount expended for transportation of pupils.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.
Amesbury,	\$14,019 52	\$500 00	—	\$50 00	\$1,000 50	—	—	\$131 52	—	\$15,701 54
Andover,	14,999 98	—	\$1,300 00	206 67	1,000 00	—	\$737 04	7,411 15	\$1,492 75	27,147 59
Beverly,	21,742 07	74 30	—	48 50	4,803 66	\$725 81	—	—	2,916 78	30,311 12
Boxford,	1,500 00	125 00	—	14 00	200 00	—	—	—	150 00	1,989 00
Bradford,	9,700 00	300 00	—	7 00	822 71	—	5,792 00	—	231 18	16,852 89
Danvers,	15,353 00	820 00	—	75 00	1,968 00	—	—	4,950 00	1,275 00	21,441 00
Essex,	3,500 00	180 00	—	32 00	603 24	169 00	—	—	133 32	4,617 56
Georgetown,	4,025 00	79 00	—	60 00	450 00	—	—	—	150 00	4,764 00
Gloucester,	58,909 35	350 00	2,200 00	218 00	3,431 28	400 00	—	1,961 01	11,318 60	78,788 24
Groveland,	5,341 81	160 50	—	26 90	692 65	—	2,000 00	—	123 04	8,344 90
Hamilton,	1,706 02	55 00	—	12 50	624 85	—	—	227 56	35 00	2,660 93
Haverhill,	69,739 61	—	2,000 00	150 00	5,748 66	571 45	17,249 90	—	7,963 57	103,423 19
Ipswich,	8,350 00	320 00	—	15 20	750 74	—	—	175 06	356 98	9,967 98
Lawrence,	89,672 76	1,200 00	2,500 00	185 00	10,458 05	—	24,914 31	7,903 10	7,401 52	144,234 74
Lynn,	147,233 40	1,200 00	2,750 00	481 00	12,861 62	—	—	6,095 84	8,488 80	179,110 66
Lynnfield,	1,383 80	68 00	—	—	180 88	—	—	102 74	49 83	1,785 25
Manchester,	5,009 39	100 00	400 00	31 70	1,028 65	778 00	—	—	193 26	7,541 00
Marblehead,	15,731 23	25 00	1,216 67	74 00	2,964 15	—	—	—	1,045 80	21,056 85
Merrimac,	7,087 17	155 00	—	25 00	690 60	—	—	328 63	98 36	8,384 76
Methuen,	12,211 79	400 00	—	49 00	1,624 78	—	—	804 61	1,324 59	16,414 77
Middleton,	1,600 00	100 00	—	16 25	315 00	—	—	—	168 81	2,200 09
Nahant,	4,090 62	275 00	—	91 00	269 52	33 20	—	—	157 42	4,916 76
Newbury,	2,450 00	60 00	—	12 00	376 48	254 00	—	78 50	17 50	3,248 48

SCHOOL RETURNS.

xxiii

Newburyport, .	22,844 56	-	1,000 00	53 40	1,337 96	-	-	1,000 00	500 00	26,735 92
North Andover,	11,538 00	400 00	-	-	943 38	-	-	-	482 14	13,363 52
Peabody, .	32,000 00	551 53	-	62 00	2,186 25	9 00	-	3,268 05	1,640 48	39,717 31
Rockport, .	7,807 52	100 00	600 00	25 00	839 51	-	-	500 00	227 97	10,100 00
Rowley, .	2,100 00	75 00	-	-	150 00	-	-	-	100 00	2,425 00
Salem, .	82,508 04	1,200 00	2,500 00	169 76	8,711 00	-	9,082 25	1,905 45	5,321 72	111,398 22
Salisbury, .	2,132 54	65 00	-	-	261 36	21 00	-	247 06	-	2,726 96
Saugus, .	8,407 34	-	-	25 00	768 81	-	-	218 97	79 88	9,500 00
Swampscott, .	8,881 00	300 00	-	35 00	1,175 00	-	-	-	473 00	10,864 00
Topsfield, .	2,000 00	100 00	-	19 00	150 00	-	-	35 00	75 00	2,379 00
Wenham, .	1,400 00	116 00	-	35 00	190 43	-	-	-	86 68	1,823 11
West Newbury,	3,474 01	146 00	-	10 00	219 00	-	-	-	149 72	3,998 73
Totals, .	\$700,449 53	\$9,600 33	\$16,466 67	\$2,314 88	\$69,798 72	\$2,961 46	\$59,775 50	\$37,344 25	\$54,228 73	\$952,940 07

ESSEX COUNTY — CONCLUDED.

TOWNS.	Amount of voluntary contributions for Public Schools.	Amount of local funds, the income of which can be appropriated only for the support of Schools and Academies.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school-fund payable Jan. 25, 1893.	How much of said fund was used for apparatus and books of reference.
					No. of Academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of Private Schools.	Whole No. attending for the year.	Estimated amount of tuition.		
Amesbury, . . . . .	.	\$350,600 00	\$1,700 00	-	1	516	\$31,117 00	2	451	\$250 00	-	-
Andover, . . . . .	.	3,000 00	180 00	\$371 47	-	-	-	2	40	2,800 00	-	-
Beverly, . . . . .	.	3,507 59	179 48	334 64	-	-	-	1	35	-	\$334 64	-
Boxford, . . . . .	.	-	-	-	1	168	7,785 00	2	46	2,230 00	184 64	-
Bradford, . . . . .	.	-	-	452 00	-	-	-	1	26	1,600 00	-	-
Danvers, . . . . .	.	-	-	113 41	-	-	-	1	26	156 00	312 20	-
Essex, . . . . .	.	-	-	-	-	-	-	1	350	1,500 00	268 31	\$335 00
Georgetown, . . . . .	.	-	-	-	-	-	-	3	-	-	-	-
Gloucester, . . . . .	.	-	-	-	-	-	-	-	-	-	-	-
Groveland, . . . . .	.	-	-	176 52	-	-	-	-	-	-	368 31	-
Hamilton, . . . . .	.	-	-	-	-	-	-	-	-	-	334 64	70 00
Haverhill, . . . . .	.	-	-	379 39	-	-	-	5	1,200	-	-	-
Ipswich, . . . . .	.	72,922 00	3,994 49	-	-	-	-	-	-	-	218 31	-
Lawrence, . . . . .	.	-	-	-	-	-	-	5	2,100	4,274 46	-	-
Lynn, . . . . .	.	-	-	-	-	-	-	5	700	3,500 00	-	-
Lynnfield, . . . . .	.	-	-	87 11	-	-	-	-	-	-	200 00	-
Manchester, . . . . .	.	10,000 00	-	-	-	-	-	-	-	-	-	-
Marblehead,	\$14 00	-	-	340 18	-	-	-	-	-	-	268 31	-
Merrimac,	-	-	-	180 84	-	-	-	-	-	-	-	-
Methuen,	-	-	-	452 64	-	-	-	-	-	-	312 20	-
Middleton,	-	-	-	73 67	-	-	-	-	-	-	-	-
Nahant,	-	-	-	-	-	-	-	-	-	-	-	-
Newbury,	-	-	-	-	1	40	3,200 00	-	-	-	334 64	-

SCHOOL RETURNS.

XXV

Newburyport, .	-	6,500 00	3,675 00	-	1	87	-	3	651	2,800 00	-	-
North Andover,	-	4,000 00	166 70	-	-	-	-	-	-	-	218 31	-
Peabody, .	-	10,000 00	640 00	644 56	-	-	-	1	12	120 00	-	-
Rockport, .	-	-	-	-	-	-	-	-	-	-	162 20	-
Rowley, .	-	-	-	-	-	-	-	1	4	100 00	334 64	-
Salem, .	-	25,425 00	1,525 50	2,507 49	-	-	-	11	1,373	10,000 00	-	-
Salisbury, .	-	-	-	112 45	-	-	-	-	-	-	368 31	-
Saugus, .	-	-	-	-	-	-	-	-	-	-	184 64	-
Swampscott, .	-	-	-	-	-	-	-	-	-	-	-	-
Topsfield, .	-	-	-	132 13	-	-	-	-	-	-	100 00	-
Wenham, .	-	-	-	156 46	-	-	-	-	-	-	312 20	-
West Newbury,	-	-	-	472 60	-	-	-	-	-	-	368 31	35 00
Totals, .	\$44 00	\$485,954 59	\$12,061 17	\$6,987 56	5	811	\$42,102 00	43	7,014	\$29,320 46	\$5,184 81	\$140 00

FRANKLIN COUNTY.

TOWNS.	Population—U. S. Census, 1890.	Valuation—1892.	No. of Public Schools.	No. of persons in town May 1, 1892, between 5 and 15 years of age.	No. of persons in town May 1, 1892, between 8 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school-year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school-year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the Public Schools.
Ashfield, .	1,025	\$477,148	10	106	74	177	1	8	85	142	133	.93	11
Barnardston, .	770	371,034	6	97	62	118	5	3	74	97	91	.93	6
Buckland, .	1,570	537,682	9	282	162	304	—	14	185	240	212	.88	9
Charlemont, .	972	340,326	10	179	126	208	2	11	124	161	144	.89	10
Colrain, .	1,671	565,828	15	310	219	342	3	18	219	269	246	.91	15
Conway, .	1,451	701,429	11	245	150	281	—	35	150	209	204	.97	12
Deerfield, .	2,910	1,488,579	19	424	243	480	4	20	250	460	370	.80	19
Erving, .	972	378,817	5	165	102	191	2	8	146	153	144	.94	5
Gill, .	960	462,101	7	111	73	137	2	7	83	109	96	.88	7
Greenfield, .	5,252	4,913,769	25	938	567	1,147	—	73	562	940	866	.92	31
Hawley, .	515	147,929	7	83	58	89	2	6	52	75	69	.92	7
Heath, .	503	156,980	7	106	63	120	—	22	63	98	91	.92	7
Leverett, .	702	279,024	5	132	87	140	1	5	90	114	106	.94	5
Leyden, .	407	171,528	5	60	43	68	1	12	43	49	46	.94	5
Monroe, .	282	139,471	3	39	22	54	—	4	25	33	29	.87	3
Montague, .	6,296	3,412,404	26	1,148	651	1,119	13	91	761	1,104	1,022	.92	31
New Salem, .	856	287,020	9	129	101	149	3	3	94	108	99	.92	9
Northfield, .	1,869	834,122	10	251	138	257	1	29	128	189	167	.88	10
Orange, .	4,568	2,423,425	23	837	545	967	3	89	545	814	773	.94	24
Rowe, .	541	186,799	6	75	40	95	2	12	47	66	60	.90	6
Shelburne, .	1,553	860,840	10	263	143	233	—	10	143	200	192	.96	10
Shutesbury, .	453	151,175	6	80	58	90	4	8	62	79	71	.89	6
Sunderland, .	663	411,947	4	88	56	113	2	22	62	95	93	.97	4

SCHOOL RETURNS.

xxv ii

Warwick, .	565	297,475	9	91	63	103	1	13	63	94	87	.92	9
Wendell, .	505	232,327	5	99	56	93	3	2	56	65	60	.92	5
Whately, .	779	408,732	6	104	63	144	-	8	98	111	89	.80	6
Totals,	38,610	\$20,637,911	258	6,442	3,965	7,219	55	533	4,210	6,074	5,560	.91	272

HAMPDEN COUNTY.

Agawam, .	2,352	\$1,236,826	13	493	325	542	1	49	325	452	386	.85	13
Blandford, .	871	416,538	13	145	114	190	2	28	114	173	135	.78	19
Brimfield, .	1,096	411,400	9	153	100	199	2	31	113	153	141	.92	9
Chester, .	1,295	533,534	10	231	128	225	3	2	123	176	149	.84	10
Chicopee, .	14,050	7,107,500	31	2,906	1,814	2,109	2	176	1,159	1,509	1,404	.93	39
Granville, .	1,061	339,319	9	177	102	197	4	22	117	166	140	.84	15
Hampden, .	831	402,825	6	118	68	129	1	8	79	79	62	.78	6
Holland, .	201	92,837	2	31	19	33	1	2	19	25	21	.84	2
Holyoke, .	35,637	24,473,285	81	7,409	4,940	4,442	17	261	2,600	3,169	2,884	.91	104
Longmeadow, .	2,183	1,075,685	11	373	250	390	4	12	217	338	254	.75	12
Ludlow, .	1,939	1,013,484	15	436	311	509	5	19	311	348	300	.86	15
Monson, .	3,650	1,750,343	20	536	308	640	2	3	418	520	480	.92	23
Montgomery, .	266	152,962	4	34	30	51	-	5	29	37	30	.81	4
Palmer, .	6,520	2,669,964	31	1,208	833	1,220	2	72	701	955	866	.90	30
Russell, .	879	511,268	7	189	139	197	7	1	139	186	125	.67	8
Southwick, .	914	509,913	9	141	98	192	1	22	112	147	126	.85	9
Springfield, .	44,179	50,780,987	139	7,318	4,335	7,805	21	336	3,805	5,585	5,174	.92	163
Tolland, .	393	142,715	6	55	42	69	3	5	42	57	52	.91	6
Wales, .	700	279,208	5	144	78	151	-	-	96	117	95	.81	5
Westfield, .	9,805	7,153,225	33	1,703	998	1,923	10	309	1,091	1,480	1,377	.93	49
West Springfield, .	5,077	3,498,892	26	963	561	1,248	8	83	737	962	882	.91	28
Wilbraham, .	1,814	757,006	10	249	155	316	4	11	173	219	191	.87	10
Totals,	135,713	\$105,309,716	490	25,012	15,751	22,777	100	1,457	12,520	16,853	15,274	.90	579

FRANKLIN COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school-year.	Whole No. of different female teachers in school-year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Av'g wages per month of male teachers in Public Schools.	Av'g wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school-year.	Average No. of months the Public Schools have been kept for the entire year.	No. of Schools kept less than six months each.	HIGH SCHOOLS.					Salary of Principal.
										No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	Length.	
Asfield, .	13	1	1	—	\$24 00	68-5	6-8	—	1	2	40	Part tax, .	9	9	\$700 00
Barnardston, .	9	2	1	\$28 00	28 33	48	8	—	1	3	38	Part tax, .	9	9	850 00
Buckland, .	11	1	1	—	31 28	77-18	8-13	—	—	—	—	—	—	—	—
Charlemont, .	13	3	1	—	25 25	66	6-12	—	—	—	—	—	—	—	—
Colrain, .	22	1	—	29 33	23 28	104-5	6-18	—	—	—	—	—	—	—	—
Conway, .	15	2	1	58 84	29 36	72-10	6-6	—	1	2	55	Taxation, .	8-15	—	500 00
Deerfield, .	23	4	4	40 00	30 00	135	7-10	—	1	1	40	Taxation, .	8	—	300 00
Erving, .	1	2	2	40 00	34 00	45	9	—	—	—	—	—	—	—	—
Gill, .	11	2	—	—	26 00	52-5	7-6	—	—	—	—	—	—	—	—
Greenfield, .	36	5	5	161 11	38 10	225-9	9	—	1	4	118	Taxation, .	9-10	—	1,450 00
Hawley, .	8	2	—	—	23 28	42	6	—	—	—	—	—	—	—	—
Heath, .	14	1	—	26 60	22 54	51-1	7 3	—	—	—	—	—	—	—	—
Leverett, .	7	1	—	—	34 00	41	8-6	—	—	—	—	—	—	—	—
Leyden, .	6	1	—	—	26 66	33	6-12	1	—	—	—	—	—	—	—
Monroe, .	5	4	1	—	27 71	24	8	—	—	—	—	—	—	—	—
Montague, .	42	27	23	133 33	43 66	237	9	—	2	4	90	Taxation, .	9	—	{ 1,200 00 550 00
New Salem, .	13	1	—	25 50	25 75	60-10	6-14	—	—	—	—	—	—	—	—
Northfield, .	13	2	2	30 00	32 00	77	7-7	—	—	—	—	—	—	—	—
Orange, .	23	7	3	105 26	39 48	197	8-7	1	1	2	77	Taxation, .	9-10	—	1,000 00
Rowe, .	8	—	—	—	24 57	36-5	6	—	—	—	—	—	—	—	—
Shelburne, .	14	2	—	—	32 00	87-3	8-14	—	—	—	—	—	—	—	—
Shutesbury, .	8	1	1	—	26 81	36	6	—	—	—	—	—	—	—	—
Sunderland, .	7	1	—	52 00	39 83	33-7	8-6	—	—	—	—	—	—	—	—

SCHOOL RETURNS.

xxix

[illegible]

HAMPDEN COUNTY — CONTINUED.

[illegible]

FRANKLIN COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes and expended for schools, including board, fuel, care of fires and school- rooms for the school- year 1892-93.	Expense of supervision by school committee.	Salary of Superin- tendent of Public Schools.	Expense of printing reports, etc.	Expense of sundries, — books, stationery, etc.	Amount expended for transportation of pu- pils.	Amount expended for new school-houses.	Amount expended for alterations and per- manent improve- ments.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by tax- ation.
Ashfield, .	\$1,800 00	\$80 00	—	\$10 00	\$173 99	\$12 00	—	—	\$33 67	\$2,109 66
Barnardston, .	2,050 00	74 50	—	—	146 28	—	—	\$156 15	—	2,426 93
Buckland, .	2,500 00	162 50	\$242 94	20 00	317 79	—	—	—	161 31	3,404 54
Charlcamont, .	1,200 00	81 00	—	9 60	179 67	—	\$500 00	37 73	15 00	2,023 00
Colrain, .	2,600 00	135 00	307 58	10 00	420 08	186 82	—	—	465 80	4,125 28
Conway, .	2,669 56	75 00	235 10	20 00	322 49	261 00	—	227 65	88 39	3,899 19
Deerfield, .	5,900 00	325 00	—	25 00	455 77	—	—	—	75 37	6,781 14
Erving, .	1,300 00	42 25	176 22	21 60	172 46	—	1,000 00	120 30	32 83	2,865 66
Gill, .	1,500 00	—	—	10 00	135 17	70 00	—	—	207 78	1,922 95
Greenfield, .	13,928 66	550 00	—	30 00	2,037 94	—	—	2,078 20	2,568 18	21,192 98
Hawley, .	1,000 00	47 48	—	8 00	159 15	60 00	—	74 26	32 27	1,381 16
Heath, .	900 00	—	72 50	9 00	70 10	63 00	—	—	4 15	1,118 75
Leverett, .	697 00	94 50	—	5 00	150 00	53 00	—	—	41 00	1,040 50
Leyden, .	650 00	40 00	—	12 00	78 66	100 00	—	—	—	880 66
Monroe, .	554 14	17 00	—	8 00	104 25	—	—	78 28	144 85	906 52
Montague, .	12,681 73	450 00	—	25 00	1,483 09	1,142 50	—	576 04	837 43	17,195 79
New Salem, .	1,200 00	45 00	—	5 70	148 51	25 00	—	—	—	1,424 21
Northfield, .	2,800 00	143 75	—	30 00	300 00	—	—	—	300 00	3,573 75
Orange, .	13,600 00	375 00	1,004 00	42 00	1,542 01	543 00	—	—	465 42	17,571 43
Rowe, .	700 00	45 00	—	6 50	57 18	53 20	137 59	76 56	—	1,076 03
Shelburne, .	3,306 00	25 00	166 28	16 50	594 31	—	—	—	224 54	4,332 63
Shutesbury, .	828 06	55 00	—	6 00	33 30	8 00	—	—	92 76	1,023 12
Sunderland, .	1,223 75	50 00	99 19	9 00	158 70	376 25	—	262 80	41 29	2,220 98

SCHOOL RETURNS.

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HAMPDEN COUNTY — CONTINUED.

Warwick, .	860 00	—	75 00	7 00	88 96	56 67	—	—	12 24	1,099 87
Wendell, .	722 42	30 00	69 44	17 10	53 35	100 00	—	102 22	6 41	1,100 94
Whately, .	1,200 00	75 00	109 58	7 10	129 15	—	—	—	80 32	1,601 15
Totals, .	\$78,371 32	\$3,017 98	\$2,557 83	\$370 10	\$9,512 36	\$3,110 44	\$1,637 59	\$3,790 19	\$5,931 01	\$108,298 82

Agawam, .	\$4,500 00	—	\$291 62	—	\$1,320 13	—	\$1,252 97	—	—	\$7,364 72
Blandford, .	2,000 00	\$70 00	—	—	387 00	\$30 00	—	—	\$109 35	2,596 35
Brimfield, .	1,400 00	39 33	225 00	\$7 00	157 71	40 00	—	—	100 00	1,969 04
Chester, .	2,000 00	65 00	270 00	—	277 63	117 75	—	\$179 26	—	2,909 64
Chicopee, .	22,036 89	—	1,300 00	—	1,356 55	—	—	889 97	851 69	26,935 10
Granville, .	2,000 00	75 00	208 30	—	209 01	122 00	—	—	24 67	2,638 98
Hampden, .	1,200 00	115 00	—	24 00	105 40	183 05	—	48 36	—	1,675 81
Holland, .	200 00	27 00	—	4 00	59 75	64 90	—	—	2 00	357 65
Holyoke, .	73,501 93	420 00	2,300 00	135 00	5,696 36	—	11,842 43	17,528 17	3,752 30	115,176 19
Longmeadow, .	4,272 58	156 25	—	18 00	530 63	28 80	—	221 51	87 43	5,315 20
Ludlow, .	4,400 00	—	—	12 00	460 06	—	—	248 71	—	5,120 77
Monson, .	7,401 38	175 00	525 00	21 00	800 00	—	—	464 99	—	9,387 37
Montgomery, .	500 00	20 00	—	6 25	50 10	—	—	—	70 75	647 10
Palmer, .	13,360 00	600 00	—	15 00	669 20	1,322 40	—	—	832 30	16,738 90
Russell, .	2,043 28	63 00	—	20 35	334 74	—	—	—	42 20	2,503 57
Southwick, .	1,500 00	188 50	163 00	30 00	290 96	196 60	—	—	50 00	2,419 06
Springfield, .	135,623 10	900 00	3,500 00	204 81	18,545 26	305 50	19,571 61	3,567 34	6,880 64	189,098 26
Tolland, .	500 00	39 00	—	3 25	35 67	—	—	—	—	577 92
Wales, .	1,122 02	36 40	—	2 00	97 10	15 00	—	—	25 85	1,298 37
Westfield, .	24,727 89	—	2,000 00	—	2,850 08	365 40	—	935 74	1,266 00	32,145 11
W Springfield, .	13,465 37	187 25	1,031 25	—	1,982 23	—	—	13,933 61	550 81	31,150 52
Wilbraham, .	2,500 00	201 75	—	17 00	631 35	—	—	—	703 52	4,053 62
Totals, .	\$320,194 44	\$3,378 48	\$12,314 17	\$519 66	\$36,846 92	\$2,791 40	\$32,667 01	\$38,017 66	\$15,349 51	\$462,079 25

FRANKLIN COUNTY — CONCLUDED.

[illegible]

SCHOOL RETURNS.

xxxiii

Warwick, .	-	500 00	20 20	-	-	-	-	-	-	387 20	-
Wendell, .	4 00	540 00	32 40	-	-	-	-	-	-	275 00	-
Whately, .	-	-	-	-	-	-	-	-	-	387 20	-
Totals,	\$131 00	\$66,341 47	\$4,539 37	\$1,513 63	6	616	\$31,895 00	3	43	\$577 50	\$8,416 87
											\$121 00

HAMPDEN COUNTY — CONCLUDED.

Agawam, .	-	-	-	\$522 18	-	-	-	-	-	-	\$234 64	-
Blandford, .	-	\$3,500 00	\$210 00	-	-	-	-	-	-	-	409 65	-
Brimfield, .	-	-	-	-	-	-	-	-	-	-	387 20	-
Chester, .	-	-	-	114 33	-	-	-	1	4	\$75 00	312 20	-
Chicopee, .	-	-	-	-	-	-	-	1	15	90 00	-	-
Granville, .	-	-	-	-	-	-	-	2	750	6,000 00	-	-
Hampden, .	-	-	-	134 82	-	-	-	-	-	-	443 31	-
Holland, .	-	222 22	13 33	9 57	-	-	-	-	-	-	409 64	-
Holyoke, .	-	-	-	-	-	-	-	-	-	-	275 00	-
Longmeadow, .	-	731 00	61 23	207 37	-	-	-	8	3,080	33,000 00	-	-
Ludlow, .	\$610 00	-	-	92 78	-	-	-	-	-	-	324 41	-
Monson, .	60 00	49,272 00	3,232 72	401 35	1	92	\$2,542 00	-	-	-	424 41	-
Montgomery, .	-	-	-	49 14	-	-	-	-	-	-	234 64	-
Palmer, .	-	-	-	473 01	-	-	-	2	137	2,574 00	443 31	\$50 10
Russell, .	-	-	-	111 05	-	-	-	-	-	-	218 31	25 00
Southwick, .	-	15,618 03	759 71	90 12	-	-	-	-	-	-	200 00	-
Springfield, .	-	-	-	-	-	-	-	8	1,655	16,750 00	312 20	-
Tolland, .	2 50	-	-	62 89	-	-	-	-	-	-	387 20	-
Wales, .	-	-	-	57 49	-	-	-	-	-	-	409 64	-
Westfield, .	-	125,000 00	6,353 92	-	-	-	-	-	-	-	-	-
W. Springfield, .	-	14,000 00	687 82	225 05	1	-	-	-	-	-	-	-
Wilbraham, .	-	1,308 40	78 50	252 02	1	366	10,550 00	-	-	-	308 31	72 00
Totals,	\$672 50	\$209,651 65	\$11,397 23	\$2,803 17	3	458	\$13,092 00	22	5,641	\$58,489 00	\$5,794 07	\$147 10

* United with high school.

HAMPSHIRE COUNTY

TOWNS.	Population—U. S. Census, 1890.	Valuation—1892.	No. of Public Schools.	No. of persons in town May 1, 1892, between 5 and 15 years of age.	No. of persons in town May 1, 1892, between 8 and 14 years of age.	No. of different pupils of all ages in the Public Schools during the school-year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school-year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the Public Schools.
Amherst, .	4,512	\$3,174,303	19	571	369	766	—	207	389	637	521	.81	24
Belchertown, .	2,120	832,305	18	375	280	409	12	22	265	342	320	.93	18
Chesterfield, .	608	294,198	7	98	68	110	1	14	68	83	80	.96	10
Cumington, .	787	294,741	5	150	83	133	4	15	82	129	121	.93	6
Easthampton, .	4,395	2,452,746	24	685	435	892	3	81	563	729	667	.91	27
Enfield, .	952	720,770	9	179	109	201	7	10	112	178	164	.92	9
Goshen, .	297	136,964	3	51	35	58	—	7	35	39	34	.87	3
Granby, .	765	431,500	8	120	80	131	1	20	71	107	97	.90	8
Greenwich, .	526	271,335	3	64	46	80	—	9	51	62	56	.90	3
Hadley, .	1,669	959,202	13	322	211	339	7	8	198	298	274	.91	13
Hatfield, .	1,246	917,338	8	248	143	246	5	3	142	206	178	.86	8
Huntington, .	1,385	508,421	10	271	158	317	1	23	142	244	217	.88	10
Middlefield, .	455	216,880	6	65	46	104	3	9	59	78	70	.89	6
Northampton, .	14,990	9,664,854	62	2,639	1,570	2,345	8	219	1,390	1,975	1,843	.93	73
Pelham, .	486	176,188	4	92	53	100	—	8	53	83	73	.87	4
Plainfield, .	435	157,991	5	79	52	87	3	8	53	65	60	.92	5
Prescott, .	376	165,859	4	48	30	58	1	4	36	43	38	.88	4
Southampton, .	1,017	489,523	8	175	108	206	1	22	113	152	135	.88	8
South Hadley, .	4,261	1,868,006	19	696	532	993	11	55	515	686	624	.90	22
Ware, .	7,329	3,889,420	26	1,684	986	1,298	7	111	756	981	908	.92	28
Westhampton, .	477	238,856	4	85	46	82	4	3	46	57	51	.89	4

SCHOOL RETURNS.

XXXV

Williamsburg, .	:	2,057	879,601	16	443	253	457	1	37	246	367	328	.89	16
Worthington, .	:	714	292,015	7	114	61	132	3	11	71	88	78	.88	6
Totals, .	:	51,859	\$29,033,016	288	9,257	5,754	9,544	83	906	5,456	7,029	6,937	.90	315

HAMPSHIRE COUNTY — CONTINUED

[illegible]

SCHOOL RETURNS.

xxxvii

Williamsburg,	2	19	8	4	48 00	29 00	134	8-7	-	-	-	-	-	-	-	-
Worthington,	-	12	3	2	-	26 00	49-17	7-2	-	1	1	13	Taxation,	2-2	-	-
Totals, .	31	377	80	46	\$73 50	\$32 56	2,409-13	7-16	8	12	29	714	-	85-15	-	\$10,402 00

HAMPSHIRE COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes and expended for Schools, including wages of teachers, board, fuel, care of rooms for the school-year 1892-93.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of printing reports, etc.	Expense of sundries, — books, stationery, etc.	Amount expended for transportation of pupils.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.
Amherst, .	\$8,870 46	\$100 00	\$500 00	\$10 00	\$1,022 50	\$300 35	—	—	\$721 15	\$11,524 46
Belchertown, .	4,000 00	237 00	—	—	230 00	—	—	\$368 00	64 79	4,899 79
Chesterfield, .	900 00	64 40	—	5 50	147 37	25 00	—	—	30 25	1,172 52
Cummington, .	500 00	35 00	—	6 00	100 00	111 00	—	—	—	1,002 00
Easthampton, .	11,755 45	256 00	751 44	25 00	1,519 49	437 67	—	250 00	596 88	15,341 93
Enfield, .	2,200 00	149 75	—	12 00	200 00	100 00	—	57 07	18 85	2,737 67
Goshen, .	350 00	16 75	—	5 00	110 03	—	—	—	5 00	486 78
Granby, .	1,677 00	95 00	—	10 00	152 09	123 00	—	—	76 60	2,133 69
Greenwich, .	837 75	35 00	—	5 00	84 46	238 14	—	—	26 03	1,226 38
Hadley, .	3,200 00	161 47	—	12 00	359 54	—	—	—	292 00	4,025 01
Hatfield, .	1,950 00	20 00	200 00	7 00	276 00	—	—	444 00	100 00	2,997 00
Huntington, .	2,000 00	173 70	—	12 50	276 91	103 70	\$11,783 36	1,257 99	149 32	15,757 48
Middlefield, .	800 00	20 00	150 00	10 00	95 81	—	—	—	—	1,075 81
Northampton, .	34,958 60	178 65	1,800 00	91 80	3,039 79	355 00	—	2,930 58	2,637 36	45,991 78
Pelham, .	658 58	—	50 00	15 20	141 21	—	699 95	—	58 91	1,623 85
Plainfield, .	450 00	37 50	—	5 95	205 62	—	—	—	11 82	710 89
Prescott, .	300 00	—	37 00	10 00	27 08	120 00	—	—	17 47	511 55
Southampton, .	1,450 00	50 00	188 22	12 00	198 32	—	—	—	110 27	2,008 81
South Hadley, .	9,350 00	200 00	—	—	621 15	—	—	3,995 95	776 34	14,943 44
Ware, .	13,806 99	575 00	—	—	1,550 46	56 00	—	947 33	800 49	17,736 27
Westhampton, .	850 00	35 00	60 34	—	81 31	101 00	—	—	27 45	1,155 10

SCHOOL RETURNS.

xxxix

Williamsburg, .	4,100 00	168 00	320 20	17 00	415 68	40 00	1,600 00	—	226 19	6,887 07
Worthington, .	1,000 00	75 00	—	8 50	179 46	132 00	—	200 00	50 00	1,644 96
Totals, .	\$105,964 83	\$2,683 22	\$4,057 20	\$280 45	\$11,034 28	\$2,242 86	\$14,083 31	\$10,450 92	\$6,797 17	\$157,594 24

Williamsburg, .	-	27,000 00	1,443 39	127 16	-	-	-	-	-	-	-	368 31	-
Worthington, .	-	2,418 00	120 00	177 85	-	-	-	-	-	-	-	387 20	25 00
Totals, .	\$20 00	\$470,824 82	\$25,782 73	\$2,750 67	5	559	\$89,240 00	17	1,076	\$15,875 00	\$7,039 94	\$331 20	

MIDDLESEX COUNTY.

TOWNS.	Population—U. S. Census, 1890.	Valuation—1892.	No. of Public Schools.	No. of persons in town May 1, 1892, between 5 and 15 years of age.	No. of persons in town May 1, 1892, between 8 and 14 years of age.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school-year.	The per cent. of attendance based upon the average membership.	No. of teachers required by the Public Schools.
Acton, .	1,897	\$1,440,475	10	264	173	315	29	206	261	243	.93	10
Arlington, .	5,629	6,451,456	24	943	703	1,127	148	671	918	832	.90	29
Ashby, .	825	517,755	9	114	59	153	37	59	141	133	.94	10
Ashland, .	2,532	1,202,890	11	402	233	453	2	44	228	355	.94	12
Ayer, .	2,148	1,311,913	12	414	263	550	3	78	270	442	.92	12
Bedford, .	1,092	905,230	4	153	93	182	—	24	135	129	.95	4
Belmont, .	2,098	3,614,920	11	400	207	463	5	35	196	377	.92	13
Billerica, .	2,380	1,758,929	12	444	261	476	8	260	352	326	.92	12
Boxborough, .	325	241,102	4	52	35	70	5	42	53	48	.90	4
Burlington, .	617	516,053	5	103	76	94	8	62	89	81	.91	5
Cambridge, .	70,028	74,240,095	256	12,451	7,668	12,845	1,180	7,492	10,861	9,959	.91	284
Carlisle, .	481	381,288	5	85	59	95	6	57	70	60	.85	5
Chelmsford, .	2,695	1,855,875	15	475	327	544	38	259	433	388	.89	15
Concord, .	4,427	3,743,740	14	643	347	841	12	143	681	595	.87	21
Dracont, .	1,996	1,638,890	11	383	229	411	7	17	302	268	.88	11
Dunstable, .	416	290,410	3	61	41	72	6	38	51	48	.94	3
Everett, .	11,068	9,934,300	46	2,541	1,746	3,247	333	1,746	2,337	2,180	.93	55
Frammingham, .	9,239	8,212,272	43	1,665	1,243	2,133	186	1,250	1,695	1,582	.93	46
Groton, .	2,057	3,049,464	14	330	243	392	19	243	373	314	.84	15
Holliston, .	2,619	1,552,234	15	464	304	517	10	49	319	353	.91	16
Hopkinton, .	4,088	2,224,185	21	628	375	753	80	400	612	570	.93	23
Hudson, .	4,670	2,670,497	18	801	474	1,006	63	519	788	734	.93	22
Lexington, .	3,197	3,522,645	12	432	242	508	57	269	465	430	.92	18

SCHOOL RETURNS.

xliii

Lincoln,	987	2,409,023	5	142	94	172	1	25	94	140	125	.89	7
Littleton,	1,025	800,910	7	164	90	220	1	47	101	177	161	.90	7
Lowell,	77,696	64,702,229	45	12,552	8,125	11,549	86	969	6,636	8,089	7,399	.91	210
Malden,	23,031	20,157,970	89	4,205	2,443	4,558	-	477	2,084	3,455	3,264	.94	106
Marlborough,	13,805	7,503,025	46	2,480	1,601	2,689	11	194	1,542	2,148	1,937	.90	65
Maynard,	2,700	2,074,416	12	514	349	546	-	27	366	501	458	.91	13
Medford,	11,079	11,241,080	42	1,949	1,221	2,583	-	498	1,562	2,065	1,929	.93	52
Melrose,	8,519	8,596,565	35	1,546	1,320	1,987	-	287	914	1,731	1,610	.93	45
Natick,	9,118	5,547,350	40	1,416	1,025	1,862	26	187	969	1,632	1,525	.93	48
Newton,	24,379	40,381,569	94	4,570	2,847	4,548	4	660	2,647	3,908	3,628	.92	116
North Reading,	874	538,904	6	152	90	179	5	17	120	135	122	.90	6
Pepperell,	3,127	1,908,950	15	601	418	666	5	60	418	505	448	.88	15
Reading,	4,088	3,070,906	16	666	395	822	7	91	409	684	636	.92	22
Sherborn,	1,381	825,230	7	152	90	157	4	1	102	108	98	.90	8
Shirley,	1,191	685,663	6	220	96	264	1	18	162	170	142	.84	7
Somerville,	40,152	38,093,100	149	7,191	4,446	9,120	113	791	4,775	7,035	6,608	.93	186
Stonham,	6,155	3,696,305	23	919	539	1,059	13	136	555	883	835	.94	27
Stow,	903	788,554	6	137	94	177	4	26	98	131	121	.92	6
Sudbury,	1,197	1,079,765	8	186	132	197	-	28	132	191	178	.93	8
Tewksbury,	2,515	1,422,399	10	306	205	440	7	26	231	310	280	.90	13
Townsend,	1,750	1,126,182	11	244	168	321	2	23	172	264	239	.90	11
Tyngsborough,	662	369,366	4	74	44	87	1	13	44	72	66	.91	4
Wakefield,	6,982	5,002,495	26	1,580	780	1,319	2	150	780	1,288	1,175	.91	33
Waltham,	18,707	17,616,756	54	2,982	1,747	2,409	4	247	1,343	2,095	1,975	.94	72
Watertown,	7,073	7,770,079	21	1,306	784	1,119	1	133	615	868	810	.93	31
Wayland,	2,060	1,457,830	11	332	223	357	6	19	228	346	310	.89	22
Westford,	2,250	1,142,585	15	355	228	434	4	4	279	358	320	.89	15
Weston,	1,664	3,004,466	8	174	154	207	7	26	154	225	205	.91	9
Wilmington,	1,213	776,190	8	222	137	256	6	13	137	190	179	.94	8
Wilmington,	4,861	5,238,530	21	981	527	1,071	1	157	570	852	774	.90	31
Woburn,	13,499	9,332,523	49	2,827	1,675	2,556	-	335	1,379	2,208	2,016	.91	54
Totals,	431,167	\$399,237,733	1,464	75,396	47,486	81,178	705	8,300	44,919	64,992	59,988	.92	1,902

MIDDLESEX COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school-year.	Whole No. of different female teachers in school-year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	A'v'g wages per month of male teachers in Public Schools.	A'v'g wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school-year.	Average No. of months the Public Schools have been kept for the entire year.	No. of Schools than six months each.	HIGH SCHOOLS.					Salary of Principal.
										No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	Length. Months.	
Acton, .	2	13	4	2	\$102 22	\$39 55	90	9	—	1	1	47	Taxation,	9	\$920 00
Arlington, .	4	25	13	8	140 00	57 00	240	10	—	1	4	75	Taxation,	10	2,000 00
Ashby, .	1	13	2	1	60 00	29 50	51-10	5-14	1	—	—	—	—	—	—
Ashland, .	1	13	6	6	114 00	37 18	95-10	8-13	—	1	2	65	Taxation,	10	1,120 00
Ayer, .	2	25	14	13	107 50	40 11	108-15	9-2	—	1	2	63	Taxation,	10	950 00
Bedford, .	—	5	1	1	—	46 25	40	10	—	1	1	39	Taxation,	10	578 00
Belmont, .	1	12	3	3	150 00	51 00	110	10	—	1	2	62	Taxation,	10	1,500 00
Billerica, .	—	14	3	3	—	37 00	112-15	9-8	—	1	2	36	Not by tax,	10	1,050 00
Boxborough, .	—	7	1	1	—	31 00	31-10	7-17	—	—	—	—	—	—	—
Burlington, .	1	7	—	—	60 00	32 00	39	7-16	—	—	—	—	—	—	—
Cambridge, .	21	263	189	166	185 50	62 00	2,560	10	—	2	29	862	Taxation,	{10 10	3,000 00 3,000 00
Carlisle, .	—	7	1	1	—	31 43	41-15	8-7	1	—	—	—	—	—	—
Chelmsford, .	1	14	7	7	84 00	35 20	135	9	—	2	2	64	Taxation,	{9 9	756 00 756 00
Concord, .	2	23	5	5	190 00	55 26	137-10	9-16	—	1	5	147	Taxation,	10	1,800 00
Dracut, .	—	17	9	4	—	37 69	98	8-2	—	—	—	—	—	—	—
Dunstable, .	—	6	—	—	—	30 00	24-8	8-9	—	—	—	—	—	—	—
Everett, .	7	60	34	34	115 71	45 40	460	10	—	—	—	—	—	—	—
Frammingham, .	2	44	27	23	180 00	42 50	379	8-16	—	1	4	150	Taxation,	10	1,500 00
Groton, .	1	18	6	4	129 72	38 57	110-15	7-18	—	1	5	157	Taxation,	10	1,800 00
Holliston, .	1	15	8	8	100 00	42 00	124	8-5	—	1	2	64	Taxation,	9-5	1,200 00
Hopkinton, .	2	24	7	3	93 00	38 28	173-15	8-5	1	1	3	79	Taxation,	9-10	1,000 00
Hudson, .	3	26	6	5	108 77	39 72	158	8-15	—	1	3	75	Taxation,	10	930 00
Lexington, .	2	16	9	7	150 00	53 20	120	10	—	1	3	77	Taxation,	9-10	1,350 00
									—	1	3			10	1,500 00

SCHOOL RETURNS.

xlv

	3	8	1	1	84 20	40 00	47	9-8	1	2	29	Taxation,	9-10	800 00
Lincoln, . . .	2	11	4	4	76 67	40 85	56-5	8-3	1	2	60	Taxation,	9	690 00
Littleton, . . .	14	196	38	43	180 00	62 64	413-2	9-3	1	16	646	Taxation,	9-5	2,500 00
Lowell, . . .	10	127	41	31	142 85	52 27	845-5	9-9	1	1	347	Taxation,	9-10	2,200 00
Malden, . . .	4	71	7	4	144 45	40 74	412	8-19	1	6	248	Taxation,	9	1,700 00
Marlborough, . . .	1	18	11	11	123 08	42 33	106	8-16	1	2	35	Taxation,	9-15	1,200 00
Maynard, . . .	8	49	21	14	133 87	53 12	390	9-5	1	9	305	Taxation,	9-10	2,350 00
Medford, . . .	5	43	18	17	130 00	53 48	342	9-15	1	7	231	Taxation,	9 5	2,000 00
Melrose, . . .	7	55	27	20	105 11	41 33	371-5	9-5	1	5	177	Taxation,	10	1,550 00
Natick, . . .	17	99	54	45	191 76	65 75	940	10	1	15	603	Taxation,	10	3,000 00
Newton, . . .	2	9	6	5	56 00	29 86	52-4	8-14	1	1	38	Taxation,	9	504 00
North Reading, . . .	1	14	11	7	100 00	38 57	138	9-4	1	1	58	Taxation,	10	1,000 00
Pepperell, . . .	1	25	13	10	168 42	44 18	154-7	9-12	1	4	133	Taxation,	9-14	1,600 00
Reading, . . .	1	10	-	-	34 00	35 00	57-15	8-5	1*	1	45	Part tax, .	9-5	850 00
Sherborn, . . .	1	10	-	-	46 72	42 60	53-5	8-17	-	-	-	-	-	-
Shirley, . . .	2	9	10	7	169 00	59 38	1,490	10	-	13	521	Taxation,	10	2,400 00
Somerville, . . .	12	174	79	73	156 00	44 00	199-5	8-13	-	3	97	Taxation,	9-10	1,500 00
Stoneham, . . .	3	29	5	5	88 88	32 00	54	9	-	1	40	Part tax, .	9	800 00
Stow, . . .	1	8	3	2	105 88	37 60	66-7	8-5	1	1	34	Taxation,	6	900 00
Sudbury, . . .	1	15	10	10	83 33	38 06	88-17	8-17	-	2	42	Taxation,	9-15	840 00
Tewksbury, . . .	1	19	5	3	70 00	33 40	89-5	8-2	-	1	39	Taxation,	10	700 00
Townsend, . . .	1	12	4	2	-	38 54	33-15	8-8	-	1	15	Part tax, .	8-10	500 00
Tyngsborough, . . .	-	7	6	5	180 00	47 50	260	10	-	5	119	Taxation,	10	1,800 00
Wakefield, . . .	1	32	11	7	134 37	57 46	490-6	9-1	-	8	207	Taxation,	10	2,000 00
Waltham, . . .	8	64	31	28	141 00	58 20	202-1	9-13	-	4	90	Taxation,	9-15	2,000 00
Watertown, . . .	6	26	7	4	80 00	38 00	94	8-10	-	-	-	-	-	-
Wayland, . . .	4	10	8	7	34 66	33 07	130-10	8-14	-	-	-	-	-	-
Westford, . . .	1	19	4	2	144 00	41 90	72	9	-	2	48	Taxation,	9	1,300 00
Weston, . . .	1	10	2	-	60 00	37 25	77	9-12	-	1	15	Taxation,	10	573 75
Wilmington, . . .	1	11	3	3	171 25	32 50	226	10	-	5	103	Taxation,	10	2,000 00
Winchester, . . .	3	28	11	11	112 50	52 14	463	9-8	-	6	164	Taxation,	10	1,800 00
Woburn, . . .	4	50	3	3	-	-	-	-	-	-	-	-	-	-
Totals, . . .	180	1,925	809	689	\$142 67	\$51 42	13,849-17	8-19	5	205	6,600	-	449-9	\$67,767 75

* United with Sawin Academy.

BOARD OF EDUCATION.

MIDDLESEX COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes and expended for schools, including wages of teachers, board, fuel, care of rooms, for the school-year 1892-93.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of printing reports, etc.	Expense of sundries, — books, stationery, etc.	Amount expended for transportation of pupils.	Amount expended for alterations and improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.
Acton,	\$4,400 00	\$99 65	\$240 00	\$20 00	\$490 31	—	\$166 87	\$787 19	\$6,204 02
Arlington,	21,007 17	275 00	1,500 00	—	1,511 43	—	429 33	300 00	25,022 93
Ashby,	1,700 00	—	100 00	10 00	156 55	\$72 00	78 02	155 82	2,272 39
Ashland,	6,400 00	60 00	500 00	—	500 00	142 40	117 41	—	7,719 81
Ayer,	5,200 00	—	300 00	32 00	681 97	—	—	663 47	6,877 44
Bedford,	2,293 29	33 00	78 16	—	275 34	810 00	—	118 90	3,608 69
Belmont,	8,406 61	—	1,000 00	30 00	754 31	—	400 00	328 08	10,919 00
Billerica,	5,513 58	180 00	362 77	—	744 09	599 15	—	146 98	7,546 57
Boxborough,	800 00	—	50 00	—	176 60	—	—	—	1,026 60
Burlington,	1,250 00	20 00	68 30	—	59 82	—	—	25 00	1,423 12
Cambridge,	242,765 93	2,200 00	3,000 00	241 78	12,420 34	—	2,022 50	7,757 86	362,711 87
Carlisle,	982 14	—	90 98	—	165 02	44 25	—	48 68	1,331 07
Chelmsford,	6,000 00	50 00	200 00	55 10	600 00	—	—	190 78	7,095 88
Concord,	13,850 00	79 00	500 00	—	1,171 00	1,409 00	—	507 00	17,516 00
Dracut,	4,431 12	—	466 56	30 40	400 00	250 00	795 00	100 00	7,758 74
Dunstable,	650 00	32 00	—	6 65	68 15	201 00	—	5 53	963 33
Everett,	35,676 22	50 00	1,650 00	18 00	6,869 71	—	3,154 76	2,219 02	79,255 73
Frammingham,	26,500 00	—	1,300 00	125 00	3,000 00	800 00	—	2,000 00	33,725 00
Groton,	6,200 00	200 00	—	30 00	611 05	30 00	—	288 71	7,359 76
Holliston,	6,800 00	105 00	584 38	65 75	639 56	263 84	—	171 00	8,629 53
Hopkinton,	8,000 00	—	750 00	—	543 72	371 73	—	648 23	10,313 68
Hudson,	11,000 00	300 00	—	82 40	955 52	316 50	—	650 92	26,406 04
Lexington,	11,157 00	350 00	350 00	—	762 00	2,856 00	—	398 00	15,873 00

SCHOOL RETURNS.

xlvi

Lincoln, . .	3,289 91	70 00	251 49	-	424 52	456 00	-	174 36	52 07	4,718 35
Littleton, .	3,338 23	-	190 75	30 00	352 19	433 00	-	-	213 71	4,557 88
Lovell, . .	197,729 44	1,350 00	2,600 00	381 75	16,998 95	-	135,388 77	5,000 00	15,077 62	374,526 53
Malden, . .	71,544 88	200 00	2,100 00	86 00	8,125 11	-	23,395 88	-	4,750 53	110,152 40
Marlborough, .	31,700 00	-	958 09	157 50	2,126 26	335 00	-	-	523 47	35,800 32
Maynard, . .	6,297 55	225 00	-	-	1,406 61	-	-	-	-	7,929 16
Medford, . .	41,587 73	400 00	1,000 00	20 00	5,619 63	500 00	-	1,398 96	2,419 98	52,946 30
Melrose, . .	33,090 42	-	2,000 00	87 00	3,958 16	60 00	24,649 81	777 72	1,874 73	66,497 84
Natick, . .	25,306 98	-	1,298 47	-	1,279 92	-	-	-	1,734 28	29,619 65
Newton, . .	114,786 24	499 96	3,441 63	112 29	9,946 96	-	17,000 00	17,072 62	330 41	163,190 11
North Reading, .	1,850 00	64 00	254 62	25 00	300 00	200 00	-	20 00	25 00	2,718 62
Pepperell, . .	7,700 00	-	390 00	38 30	683 96	-	10,000 00	500 00	150 00	19,662 26
Reading, . .	11,000 00	400 00	-	35 00	951 14	-	-	675 00	275 00	13,336 14
Sherborn, . .	2,525 00	183 75	-	15 00	224 09	132 00	-	-	79 80	3,159 64
Shirley, . .	2,300 00	150 00	150 00	59 50	366 33	85 00	-	10 00	92 12	3,212 95
Somerville, . .	124,701 41	1,550 00	2,500 00	23 00	9,441 81	-	-	11,478 38	17,734 18	167,428 78
Stoneham, . .	14,900 00	450 00	-	7 00	1,294 02	-	-	-	924 18	17,575 20
Stow, . .	1,300 00	-	100 00	30 00	237 81	-	-	119 50	141 16	1,928 47
Sudbury, . .	3,400 00	141 75	300 00	50 00	458 99	135 00	300 00	655 73	7 75	5,449 22
Tewksbury, . .	4,500 00	150 00	424 20	25 00	400 00	-	-	-	300 00	5,799 20
Townsend, . .	3,500 00	-	150 00	15 00	272 98	425 25	-	239 41	100 00	4,702 64
Tyngsborough, .	1,200 00	-	249 98	14 83	130 65	675 00	2,994 00	320 90	87 27	5,672 63
Wakefield, . .	21,200 00	500 00	-	25 00	2,000 00	-	3,000 00	556 83	1,216 59	28,498 42
Waltham, . .	54,444 70	60 15	2,300 00	29 75	2,977 52	368 10	8,000 00	-	3,000 00	71,180 22
Watertown, . .	21,684 97	300 00	500 00	-	1,394 67	826 40	-	-	1,578 24	26,284 28
Wayland, . .	5,700 00	157 50	-	-	602 69	162 00	-	88 80	196 73	6,907 72
Westford, . .	4,800 00	11 00	162 00	-	451 93	-	-	450 00	736 05	6,610 98
Weston, . .	7,400 00	150 00	-	-	400 00	500 00	-	-	-	8,450 00
Wilmington, . .	3,344 71	105 00	285 34	20 00	396 30	-	-	-	121 05	4,272 40
Winchester, . .	19,119 48	-	1,000 00	24 00	3,319 82	318 25	10,000 00	1,500 00	518 59	35,800 14
Woburn, . .	36,936 29	-	2,000 00	75 00	3,091 57	125 00	13,569 19	-	1,022 17	56,919 22
Totals, . .	\$1,312,861 00	\$11,151 76	\$37,697 72	\$2,083 00	\$113,191 08	\$13,901 87	\$385,005 49	\$48,382 10	\$72,793 85	\$1,997,067 87

MIDDLESEX COUNTY — CONCLUDED.

[illegible]

SCHOOL RETURNS.

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[illegible]

BOARD OF EDUCATION.

NANTUCKET COUNTY.

TOWNS.	Population — U. S. Cen- sus, 1890.	Valuation — 1892.	No. of Public Schools.	No. of persons in town May 1, 1892, between 5 and 15 years of age.	No. of persons in town May 1, 1892, between 8 and 14 years of age.	No. of different pupils in the Schools during the school-year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school-year.	The percent. of attend- ance based upon the average membership.	No. of teachers required by the Public Schools.
Nantucket,	3,268	\$3,009,406	11	495	395	377	10	31	236	325	294	.90	12

NORFOLK COUNTY.

Avon,	1,384	\$694,144	5	264	172	290	—	16	170	227	202	.89	8
Bellingham,	1,334	664,500	9	230	142	264	5	7	162	206	180	.87	9
Braintree,	4,848	4,222,800	22	832	452	831	—	92	439	736	684	.92	29
Brookline,	12,103	53,180,600	56	2,156	1,338	2,378	184	250	1,338	1,936	1,761	.90	81
Canton,	4,538	3,825,072	15	751	422	570	3	42	297	423	397	.93	19
Cohasset,	2,448	4,071,407	11	380	244	443	—	36	218	371	337	.90	15
Dedham,	7,123	5,930,340	38	1,177	750	1,233	4	114	742	1,153	1,048	.90	41
Dover,	727	747,698	5	96	88	116	1	11	65	89	80	.89	5
Foxborough,	2,933	1,549,348	13	461	292	538	1	50	308	437	399	.91	14
Franklin,	4,831	2,645,235	20	1,044	645	883	—	78	632	752	682	.90	22
Holbrook,	2,474	1,141,057	12	427	255	500	7	30	289	448	393	.87	14
Hyde Park,	10,193	8,125,291	35	1,924	1,308	1,997	7	488	1,046	1,535	1,407	.91	47
Medfield,	1,493	1,256,388	6	204	124	235	—	39	131	189	168	.88	6
Medway,	2,985	1,215,225	15	527	217	595	2	70	381	481	444	.92	14
Millis,	786	743,285	5	154	116	176	1	3	116	136	113	.83	6
Milton,	4,278	14,220,395	17	749	438	862	3	66	483	677	626	.92	30
Needham,	3,035	2,581,210	15	476	296	644	14	57	340	546	480	.87	20

SCHOOL RETURNS.

li

Norfolk, .	.	913	525,462	6	157	116	183	1	17	97	161	140	.86	6
Norwood, .	.	3,733	2,710,178	17	764	468	789	-	75	443	725	650	.89	20
Quincy, .	.	16,723	15,566,920	75	4,377	2,609	3,724	7	240	1,947	3,392	3,228	.94	85
Randolph, .	.	3,946	2,017,210	15	580	414	657	2	39	387	604	556	.92	17
Sharon, .	.	1,634	1,312,401	8	205	127	325	-	27	190	236	206	.87	8
Stoughton, .	.	4,852	2,551,553	16	910	545	783	8	45	310	588	529	.89	21
Walpole, .	.	2,604	2,020,373	13	382	278	545	-	48	344	421	377	.89	14
Wellesley, .	.	3,600	6,522,575	12	520	324	578	2	79	236	458	390	.85	19
Weymouth, .	.	10,866	6,497,371	47	1,746	1,058	2,254	-	237	1,095	1,848	1,702	.92	55
Wrentham, .	.	2,566	1,374,626	15	453	304	557	6	51	322	449	384	.85	15
Totals, .	.	118,950	\$147,912,664	523	21,946	13,542	22,950	258	2,307	12,528	19,224	17,563	.91	640

NANTUCKET COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school-year.	Whole No. of different female teachers in school-year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Av'ge wages per month of male teachers in Public Schools.	Av'ge wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school-year.	Average No. of months the Public Schools have been kept for the entire year.	No. of Schools kept less than six months each.	HIGH SCHOOLS.						Salary of Principal.
										No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	Length.		
														Months.	Days.	
Nantucket, .	1	11	2	2	\$100 00	\$32 50	116	10-10	-	1	2	71	Taxation,	10	\$1,000 00	

NORFOLK COUNTY — CONTINUED.

Avon, . .	1	7	4	4	\$88 88	\$36 67	45	9	-	-	-	-	-	-	-
Bellingham, . .	1	12	8	4	40 88	36 50	76-10	8-10	-	-	-	-	-	-	-
Braintree, . .	2	28	7	7	105 00	46 45	220	10	-	1	3	71	Taxation,	10	\$1,200 00
Brookline, . .	6	75	29	27	160 00	63 44	440	7-17	-	1	7	134	Taxation,	9-1	3,000 00
Canton, . .	2	17	2	2	115 00	44 00	150	10	-	1	2	32	Taxation,	10	1,500 00
Cohasset, . .	3	12	6	6	138 00	40 00	110	10	-	1	3	76	Taxation,	10	1,300 00
Dedham, . .	7	40	15	15	124 00	48 68	343	9	-	1	4	103	Taxation,	9-16	1,800 00
Dover, . .	-	7	4	4	-	36 40	46-5	9-5	-	1	1	18	Taxation,	9-10	385 00
Foxborough, . .	1	15	4	1	138 88	40 00	117	9	-	1	2	48	Taxation,	9	1,250 00
Franklin, . .	1	29	9	8	100 00	40 00	179-10	8-19	1	1	3	57	Taxation,	10	1,000 00
Holbrook, . .	1	19	5	3	117 00	38 80	117	9-15	-	1	3	87	Taxation,	10	1,170 00
Hyde Park, . .	8	39	18	13	123 65	48 90	347-2	9-18	-	1	6	257	Taxation,	9-10	2,000 00
Medfield, . .	3	8	3	3	89 60	43 15	58-10	9-15	-	1	1	49	Taxation,	9-10	850 00
Medway, . .	1	14	6	4	100 00	33 93	136	9-1	-	1	2	74	Taxation,	10	1,000 00
Mills, . .	3	9	5	5	50 00	32 00	45	9	-	-	-	15	Taxation,	-	-
Milton, . .	5	31	16	15	143 00	55 57	162-8	9-11	-	1	3	62	Taxation,	9-6	1,900 00
Needham, . .	2	18	4	1	98 00	42 44	143	9-10	-	1	3	77	Taxation,	10	1,200 00

Norfolk,	9	2	2	35 16	49-2	8-3	-	-	-	-	-	-	-	-	-	-	-	-	-
Norwood,	23	19	16	43 11	163	9-11	-	1	3	54	Taxation,	10	-	-	-	-	-	-	-
Quincy,	77	36	34	46 40	637	8-9	-	1	5	150	Taxation,	9	-	-	-	-	-	-	\$1,100 00
Randolph,	14	4	4	42 66	145	9-13	-	1	3	70	Part tax, .	9-10	-	-	-	-	-	-	1,800 00
Sharon,	9	3	2	40 50	76-15	9-11	-	1	1	24	Taxation,	10	-	-	-	-	-	-	1,400 00
Stoughton,	22	4	4	40 00	148-10	9-5	-	1	2	57	Taxation,	9-15	-	-	-	-	-	-	700 00
Walpole,	16	9	7	42 16	128-16	9-18	-	1	2	59	Taxation,	10	-	-	-	-	-	-	1,462 50
Wellesley,	22	8	5	52 63	115-4	9-12	-	1	3	79	Taxation,	9-18	-	-	-	-	-	-	1,120 00
Weymouth,	46	10	7	48 00	451-1	9-11	-	2	6	185	Taxation,	9-8	-	-	-	-	-	-	2,000 00
Wrentham,	13	3	2	36 66	138-17	9-5	-	2	{ 1 } { 1 }		Taxation,	9-10	-	-	-	-	-	-	{ 1,200 00 1,200 00 760 00 760 00 }
Totals,	631	243	205	\$113 34	\$46 62	4,789-10	1	25	70	1,888	-	222-14	-	-	-	-	-	-	\$33,057 £0

NANTUCKET COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes and expended for schools, including wages of teachers, board, fuel, care of rooms, for the school-year 1892-93.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of printing reports, etc.	Expense of sundries, — books, stationery, etc.	Amount expended for transportation of pupils.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.
Nantucket,	\$5,211 51	\$100 00	—	\$24 00	\$387 87	—	—	—	\$117 71	\$5,841 09

NORFOLK COUNTY — CONTINUED.

Avon,	\$3,443 46	\$140 75	—	\$25 00	\$356 44	—	—	—	\$141 85	\$4,107 50
Bellingham,	2,450 00	55 00	\$85 00	25 00	328 67	—	—	—	—	2,943 67
Braintree,	12,791 39	—	1,183 33	—	1,274 58	\$167 38	\$11,720 60	—	986 87	28,124 15
Brookline,	87,867 64	550 00	3,500 00	50 00	4,648 67	—	47,096 00	\$6,585 26	2,496 34	152,793 91
Canton,	11,820 00	25 00	800 00	50 00	500 00	175 00	—	—	1,170 00	14,540 00
Cohasset,	8,796 26	—	700 00	—	743 23	896 11	—	—	447 72	11,583 32
Dedham,	28,384 17	160 01	1,900 00	—	5,255 78	—	3,360 00	1,618 67	206 87	40,885 50
Dover,	1,925 00	—	50 00	9 50	200 00	—	—	—	56 50	2,241 00
Foxborough,	6,250 00	175 00	420 00	51 70	669 84	344 36	—	—	73 46	7,984 36
Franklin,	11,150 00	—	1,500 00	10 75	1,250 00	—	3,200 00	—	600 00	17,710 75
Holbrook,	6,208 04	280 00	—	—	851 96	—	—	250 00	60 00	7,650 00
Hyde Park,	31,505 68	750 00	—	25 00	2,009 13	—	—	10,869 31	3,734 06	48,893 18
Medfield,	3,200 00	110 00	—	5 00	500 00	—	—	99 59	100 00	4,014 59
Medway,	6,442 58	181 50	132 81	25 00	810 51	330 60	—	2,225 00	388 52	10,536 52
Millis,	2,332 31	—	206 88	16 60	321 53	270 00	—	—	75 00	3,222 32
Milton,	21,866 13	—	2,081 25	—	3,175 79	947 50	—	—	1,361 53	29,432 20
Needham,	10,400 00	280 00	—	29 50	767 83	—	—	252 41	357 99	12,087 73

SCHOOL RETURNS.

lv

Norfolk,	1,800 00	97 00	40 00	12 00	315 58	-	-	-	842 49	74 83	2,339 41
Norwood,	14,158 11	-	1,400 00	25 00	876 79	-	11,100 00	-	394 46	394 46	28,796 85
Quincy,	57,487 00	-	2,200 00	60 00	8,249 00	850 00	2,800 00	-	2,270 67	2,270 67	73,916 67
Randolph,	10,518 49	370 00	-	-	11 32	-	1,546 46	500 00	100 00	100 00	13,046 27
Sharon,	3,700 00	25 00	200 00	-	750 00	-	-	1,000 00	300 00	300 00	5,975 00
Stoughton,	10,173 02	215 25	600 00	-	1,768 48	-	-	2,262 74	520 47	520 47	15,539 96
Walpole,	8,000 00	-	500 00	25 00	691 16	416 91	-	732 24	412 29	412 29	10,777 60
Wellesley,	12,324 45	225 00	-	-	1,131 43	321 45	20,500 00	-	325 95	325 95	34,828 28
Weymouth,	31,429 89	707 69	1,800 00	81 77	3,130 30	999 03	-	500 00	4,319 59	4,319 59	42,968 27
Wrentham,	7,700 00	504 29	-	11 05	575 53	238 65	-	58 35	424 29	424 29	9,512 16
Totals,	\$414,123 62	\$4,851 49	\$19,299 27	\$537 87	\$41,163 55	\$5,956 99	\$101,323 06	\$27,796 06	\$21,399 26	\$21,399 26	\$636,451 17

NANTUCKET COUNTY — CONCLUDED.

TOWNS.	Amount of voluntary contributions for Public Schools.	Amount of local funds, the income of which can be appropriated only for the support of Schools and Academies.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school-fund payable Jan. 25, 1893.	How much of said fund was used for apparatus and books of reference.
				No. of Academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of Private Schools.	Whole No. attending for the year.	Estimated amount of tuition.		
Nantucket,	•	—	\$311 00	1	80	\$500 00	1	—	—	—	—

NORFOLK COUNTY — CONCLUDED.

Avon,	•	—	—	—	—	—	—	—	—	\$334 64	—
Bellingham,	•	—	—	1	110	\$1,098 00	2	28	\$550 00	334 64	—
Braintree,	•	\$5,000 00	\$250 00	—	—	—	5	100	7,880 00	—	—
Brookline,	•	—	—	—	—	—	1	400	—	—	—
Canton,	•	—	—	—	—	—	—	—	—	—	—
Cohasset,	•	1,000 00	40 40	—	—	—	—	—	—	—	—
Dedham,	•	1,050 00	42 00	—	—	—	3	62	1,500 00	—	—
Dover,	•	—	—	—	—	—	—	—	—	—	—
Foxborough,	•	—	—	—	—	—	—	—	—	368 31	—
Franklin,	•	—	—	—	—	—	1	19	—	234 65	—
Holbrook,	•	—	—	1	122	3,016 83	—	—	—	218 31	\$54 57
Holbrook,	•	—	—	—	—	—	—	—	—	268 31	—
Hyde Park,	•	—	—	—	—	—	2	517	—	—	—
Medfield,	•	3,760 20	206 01	—	—	—	1	9	266 00	268 31	—
Medway,	•	—	—	—	—	—	1	17	300 00	234 64	—
Millis,	•	—	—	—	—	—	1	16	96 00	334 64	16 60
Milton,	•	75,000 00	2,500 00	1	110	13,365 00	2	20	1,000 00	—	—
Needham,	•	1,200 00	—	—	—	—	1	—	—	218 31	—

SCHOOL RETURNS.

lvii

Norfolk.	.	-	-	-	140 76	-	-	-	1	18	-	334 64	-
Norwood.	.	-	-	-	-	-	-	-	1	400 00	-	184 64	117 64
Quincy.	.	-	60,000 00	2,600 00	-	1	-	-	1	-	-	-	-
Randolph.	.	-	13,200 00	875 00	508 00	-	-	-	-	-	-	184 64	-
Sharon.	.	-	2,360 00	141 60	153 00	-	-	-	-	-	-	234 64	-
Stoughton.	.	45 00	-	-	-	-	-	-	1	250	-	184 64	-
Walpole.	.	-	-	-	424 80	-	-	-	-	-	-	268 31	41 91
Wellesley.	.	-	-	-	90 00	-	-	-	3	125	-	-	-
Weymouth.	.	-	-	300 00	808 89	-	-	-	-	-	-	-	-
Wrentham.	.	-	1,818 26	107 33	450 43	-	-	-	-	-	-	324 41	55 00
Totals.	.	\$695 00	\$164,388 46	\$7,062 34	\$6,563 88	4	342	\$17,479 83	25	1,581	\$20,992 00	\$4,530 68	\$285 72

PLYMOUTH COUNTY.

TOWNS.	Population—U. S. Cen- sus, 1890.	Valuation—1892.	No. of Public Schools.	No. of persons in town May 1, 1892, between 5 and 15 years of age.	No. of persons in town May 1, 1892, between 8 and 14 years of age.	No. of different pupils of all ages in the Pub- lic Schools during the school-year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school-year.	The per cent. of attend- ance based upon the average membership.	No. of teachers required by the Public Schools.
Abington, .	4,260	\$2,222,302	16	702	412	843	4	76	439	675	624	.92	24
Bridgewater, .	4,249	2,369,229	17	487	259	614	3	48	370	498	455	.91	19
Brockton, .	27,294	19,172,307	105	4,788	2,725	5,067	—	582	2,838	4,278	3,968	.92	108
Carver, .	904	701,090	9	147	96	188	1	26	105	153	132	.86	9
Duxbury, .	1,908	1,242,019	10	276	149	345	—	35	201	272	249	.91	11
East Bridgewater, .	2,911	1,488,939	14	443	245	494	4	51	274	449	410	.91	16
Halifax, .	562	264,168	4	87	62	97	2	8	62	77	65	.84	4
Hanover, .	2,093	1,223,504	8	305	176	336	2	18	221	278	255	.91	10
Hanson, .	1,267	604,559	8	174	117	205	1	8	135	170	144	.84	8
Hingham, .	4,564	3,923,672	15	587	368	727	7	96	430	655	584	.89	21
Hull, .	989	2,580,285	4	103	64	120	1	3	73	90	76	.84	4
Kingston, .	1,659	1,503,070	7	250	148	315	4	33	168	268	247	.92	9
Lakeville, .	935	516,813	7	134	86	140	1	6	86	108	79	.73	7
Marion, .	871	1,439,170	7	153	131	128	—	3	129	115	106	.92	7
Marshfield, .	1,713	1,225,325	10	213	138	270	—	32	145	226	209	.92	10
Mattapoisett, .	1,148	1,545,801	7	166	104	159	4	18	104	137	127	.92	6
Middleborough, .	6,065	3,764,261	23	927	549	1,072	8	106	594	841	734	.87	27
Norwell, .	1,635	889,599	10	213	139	256	10	21	147	209	180	.86	11
Pembroke, .	1,320	674,190	8	192	95	187	1	1	97	175	148	.84	8
Plymouth, .	7,314	5,953,600	34	1,382	543	1,533	—	151	543	1,452	1,374	.94	40
Plympton, .	597	301,158	3	79	45	82	2	9	45	66	48	.72	3
Rochester, .	1,012	496,450	6	160	101	167	—	7	160	123	93	.75	6
Rockland, .	5,213	2,841,134	21	838	551	999	—	108	581	898	829	.92	27

SCHOOL RETURNS.

lix

Scituate, . . .	2,318	1,974,890	11	437	272	434	3	30	263	352	323	.91	14
Wareham, . . .	3,451	1,815,171	18	495	342	552	4	57	363	444	400	.90	19
West Bridgewater, . .	1,917	1,094,632	10	279	193	295	3	3	202	233	210	.90	10
Whitman, . . .	4,441	3,342,560	16	838	525	951	4	84	535	782	714	.91	18
Totals, . . .	92,700	\$65,169,898	408	14,855	8,636	16,576	69	1,620	9,310	14,024	12,783	.91	456

SUFFOLK COUNTY.

Boston, . . .	448,477	\$893,975,704	581	73,176	46,098	70,553	1,435	6,402	35,987	62,130	55,203	.88	1,444
Chelsea, . . .	27,909	21,413,285	80	4,763	2,797	5,063	-	745	2,780	3,868	3,505	.90	99
Revere, . . .	5,668	5,870,745	24	1,265	861	1,262	-	68	506	846	796	.94	26
Winthrop, . . .	2,726	4,231,440	12	445	315	567	-	43	298	428	389	.90	17
Totals, . . .	484,780	\$925,491,174	697	79,649	50,071	77,445	1,435	7,258	39,571	67,272	59,893	.89	1,586

PLYMOUTH COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school-year.	Whole No. of different female teachers in school-year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Av'ge wages per month of male teachers in Public Schools.	Av'ge wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school-year.	Average No. of months the Public Schools have been kept for the entire year.	No. of Schools kept less than six months each.	HIGH SCHOOLS.					Salary of Principal.
										No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	Length.	
Abington, . .	—	32	17	16	—	\$50 78	141-10	8-16	—	1	3	84	Taxation,	10	\$1,000 00
Bridgewater, . .	2	21	19	19	\$100 00	40 18	136-3	8-1	—	1	3	61	Taxation,	10	1,300 00
Brookton, . .	14	100	56	43	136 50	48 00	1,050	10	—	1	11	376	Taxation,	10	2,000 00
Carver, . .	2	11	2	1	30 00	29 50	71-10	7-18	—	—	—	—	—	—	—
Duxbury, . .	2	14	2	1	67 50	33 00	91-1	9-2	—	1	2	81	Part tax,	10	1,000 00
E. Bridgewater, . .	1	22	13	12	110 00	44 71	127	9-1	—	1	2	70	Taxation,	10	1,100 00
Halifax, . .	—	6	4	—	—	32 00	34-1	8-10	—	—	—	—	—	—	—
Hanover, . .	1	13	6	4	80 00	32 44	77-5	9-13	—	1	2	61	Taxation,	10	800 00
Hanson, . .	—	13	5	5	—	32 50	72	9	—	—	—	—	—	—	—
Hingham, . .	7	17	10	9	94 00	40 26	150	10	—	1	4	116	Taxation,	10	1,600 00
Hull, . .	1	4	2	2	67 00	42 67	39-5	9-16	—	—	—	16	—	—	—
Kingston, . .	2	10	7	5	85 00	41 00	65-10	9-7	—	1	2	56	Taxation,	10	1,000 00
Lakeville, . .	1	15	3	3	28 00	31 00	50	7-2	1	—	—	5	—	—	—
Marion, . .	—	7	—	—	—	36 28	63	9	—	—	—	—	—	—	—
Marshfield, . .	1	12	3	3	76 85	33 33	90	9	—	1	1	39	Taxation,	9	691 67
Mattapoisett, . .	—	9	—	—	—	39 57	57-10	8-4	1	1	1	25	Part tax,	9	750 00
Middleborough, . .	2	29	10	8	112 00	37 00	230	10	—	1	3	134	Taxation,	10	1,300 00
Norwell, . .	1	16	7	4	84 21	31 20	95	9-10	—	1	2	42	Taxation,	9-10	800 00
Pembroke, . .	—	11	5	5	—	31 00	72	9	—	—	—	—	—	—	—
Plymouth, . .	4	50	8	4	100 00	41 94	340	10	—	1	6	175	Taxation,	10	1,500 00
Plymouth, . .	2	6	4	2	44 00	36 00	27-1	9-7	—	1	1	27	Taxation,	9	396 00
Rochester, . .	—	8	2	2	—	34 00	54	9	—	—	—	—	—	—	—
Rockland, . .	6	21	14	8	66 66	42 85	210	10	—	1	3	105	Taxation,	10	1,300 00

SUFFOLK COUNTY — CONTINUED.

Scituate, . . .	2	13	4	3	110 52	37 47	100	9-1	—	1	2	78	Taxation, 9-10	9-10	1,050 00
Wareham, . . .	3	22	2	2	82 89	31 45	145-10	8-1	—	1	2	65	Taxation, 9-10	9-10	1,000 00
W. Bridgewater, . .	—	15	7	6	—	38 80	81	8-2	—	1	6	36	Not by tax, 8	8	1,000 00
Whitman, . . .	2	17	7	7	100 00	45 00	160	10	—	1	3	127	Taxation, 10	10	1,300 00
Totals, . . .	56	514	219	174	\$95 74	\$40 34	3,830-6	9-1	2	19	59	1,779	—	183-10	\$20,887 67

Boston, . . .	186	1,332	950	950	\$254 26	\$72 95	5,740	9-17	—	11	131	3,947	Taxation, 10	10	\$26,460 00
Chelsea, . . .	7	92	15	14	181 42	56 36	800	10	—	1	12	358	Taxation, 9	9	6,336 00
Revere, . . .	3	23	10	8	73 33	46 50	240	10	—	—	—	53	—	—	2,880 00
Winthrop, . . .	2	15	10	9	103 31	45 43	113-5	9-8	—	1	3	30	Taxation, 9-15	9-15	2,400 00
Totals, . . .	198	1,462	985	981	\$247 41	\$71 20	6,893-5	9-16	—	13	146	4,388	—	28-15	1,000 00
													—		\$39,076 00

PLYMOUTH COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes and expended for schools, including wages of teachers, board, fuel, care of fires and school-rooms, for the school-year 1892-93.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of printing reports, etc.	Expense of sundries, — books, stationery, etc.	Amount expended for transportation of pupils.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.
Abington,	\$11,000 00	\$327 00	\$750 00	—	\$800 00	\$450 00	—	—	\$800 00	\$14,127 00
Bridgewater,	9,600 00	—	750 00	—	500 00	—	—	—	600 00	11,450 00
Brockton,	76,196 06	300 00	2,200 00	\$51 85	7,373 15	75 00	\$21,089 66	—	8,123 65	115,409 37
Carver,	1,650 00	80 00	—	15 00	200 99	100 00	—	—	214 41	2,260 40
Duxbury,	3,000 00	74 53	225 00	25 00	516 47	—	—	\$200 00	213 79	4,254 79
E. Bridgewater,	6,000 00	10 00	350 00	40 00	588 67	—	—	—	260 79	7,249 46
Halifax,	1,000 00	—	50 00	15 00	187 80	—	—	—	40 00	1,292 80
Hanover,	4,197 57	212 22	—	22 00	468 63	—	—	—	376 92	5,277 34
Hanson,	2,000 00	163 00	—	30 00	277 00	4 00	—	300 00	108 00	2,882 00
Hingham,	12,152 25	—	1,250 00	—	995 74	382 00	—	—	333 92	15,113 91
Hull,	2,440 75	90 00	175 00	—	326 22	237 00	—	548 89	21 69	3,839 55
Kingston,	4,400 00	—	250 00	25 00	503 61	284 24	—	335 58	37 13	5,835 56
Lakeville,	1,500 00	93 25	—	15 00	197 38	185 25	—	85 00	32 00	2,107 88
Marion,	2,200 00	107 20	—	5 00	284 72	—	—	—	247 69	2,844 61
Marshfield,	3,100 00	46 50	225 00	35 00	410 21	—	—	—	125 12	3,941 83
Mattapoisett,	2,200 00	99 40	—	—	347 70	98 00	—	—	202 94	2,948 04
Middleborough,	12,781 37	—	1,200 00	16 00	638 98	1,348 03	—	—	720 67	16,705 05
Norwell,	3,200 00	115 77	—	25 00	387 76	28 50	—	—	295 06	4,052 09
Pembroke,	1,900 00	118 00	—	19 00	274 00	10 00	—	—	103 00	2,424 00
Plymouth,	21,744 38	—	1,350 00	108 00	1,890 08	—	—	1,820 68	689 23	27,602 37
Plympton,	900 00	—	50 00	—	76 76	—	—	—	14 50	1,041 26
Rochester,	1,610 00	83 00	—	10 00	180 87	50 00	—	—	52 00	1,975 87
Rockland,	13,500 00	150 00	1,500 00	115 00	1,000 00	—	15,000 00	—	1,000 00	32,265 00

Scituate, .	5,200 00	109 25	300 00	30 00	372 30	380 00	-	149 25	292 50	6,833 30
Wareham, .	6,700 00	391 25	-	-	797 72	-	-	-	268 43	8,157 40
W. Bridgewater,	3,507 52	67 00	145 82	-	175 00	-	-	-	268 48	4,163 82
Whitman, .	10,000 00	513 00	-	-	900 00	-	-	-	1,200 00	12,613 00
Totals, .	\$223,669 90	\$3,150 37	\$10,770 82	\$601 85	\$20,671 76	\$3,632 02	\$36,089 66	\$3,439 40	\$16,641 92	\$318,667 70

SUFFOLK COUNTY — CONTINUED.

Boston, .	\$1,613,386 87	\$56,566 83	\$4,000 00	\$3,000 00	\$89,846 92	-	\$569,700 75	-	\$221,905 53	\$2,558,406 90
Chelsea, .	68,814 21	400 00	2,400 00	75 00	9,325 03	-	-	\$21,138 72	6,657 05	108,810 01
Revere, .	20,051 00	-	1,500 00	90 00	1,200 00	\$18 00	20,625 95	180 00	468 00	44,132 95
Winthrop, .	7,500 00	170 00	400 00	40 00	809 73	-	-	516 89	502 02	9,938 64
Totals, .	\$1,709,752 08	\$57,136 83	\$8,300 00	\$3,205 00	\$101,181 68	\$18 00	\$590,326 70	\$21,835 61	\$229,532 60	\$2,721,288 50

PLYMOUTH COUNTY — CONCLUDED.

[illegible]

Seituate, . . .	-	-	-	-	-	-	-	-	-	212 20	-
Wareham, . . .	-	-	-	-	-	-	-	-	-	268 31	25 00
W. Bridgewater,	-	79,550 00	3,998 00	1	50	4,000 00	-	-	-	234 64	57 00
Whitman, . . .	-	-	-	-	-	-	-	1	15	300 00	-
Totals, . . .	\$215 00	\$194,867 00	\$9,486 81	7	199	\$4,540 00	10	648	\$6,630 00	\$6,106 06	\$128 16

SUFFOLK COUNTY — CONCLUDED.

Boston, . . .	-	\$62,434 49	\$3,044 87	\$58,114 48	38	12,000	\$205,000 00	85	3,300	\$360,000 00	-
Chelsea, . . .	-	-	-	-	-	-	-	2	35	2,000 00	-
Revere, . . .	-	-	-	-	-	-	-	-	-	-	-
Winthrop, . . .	-	-	-	450 60	-	-	-	-	-	-	-
Totals, . . .	-	\$62,434 49	\$3,044 87	\$58,565 08	38	12,000	\$205,000 00	87	3,335	\$362,000 00	-

WORCESTER COUNTY.

TOWNS.	Population—U. S. Cen- sus, 1890.	Valuation—1892.	No. of Public Schools.	No. of persons in town May 1, 1892, between 5 and 15 years of age.	No. of persons in town May 1, 1892, between 15 and 18 years of age.	No. of different pupils of all ages in the Pub- lic Schools during the school-year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 8 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school-year.	The per cent. of attend- ance based upon the average membership.	No. of teachers required by the Public Schools.
Ashburnham,	2,074	\$1,077,065	13	371	241	481	—	43	236	390	343	.87	14
Athol,	6,319	3,367,228	22	948	572	1,120	2	124	624	871	812	.93	25
Auburn,	1,532	513,016	8	300	192	336	4	10	197	243	209	.86	8
Barre,	2,239	1,489,206	13	379	223	435	—	67	248	329	303	.92	15
Berlin,	884	506,102	5	130	76	141	1	5	84	112	105	.93	5
Blackstone,	6,138	2,595,500	22	915	579	1,057	7	40	607	886	710	.80	25
Bolton,	827	480,181	7	131	85	151	1	14	99	119	108	.90	7
Boylston,	770	511,355	4	116	78	168	2	10	88	99	90	.90	4
Brookfield,	3,352	1,332,712	16	528	432	632	—	58	407	488	429	.87	18
Charlton,	1,847	926,380	13	301	162	314	6	26	282	241	213	.88	13
Clinton,	10,424	6,520,391	32	2,032	1,202	1,589	3	104	963	1,390	1,275	.91	35
Dana,	700	306,797	5	90	69	167	2	6	69	98	90	.90	5
Douglas,	1,908	1,046,565	13	381	272	414	5	27	272	297	278	.93	12
Dudley,	2,944	1,003,645	13	608	389	489	10	35	264	344	306	.88	13
Fitchburg,	22,037	17,065,545	76	4,238	2,514	4,210	21	336	2,374	3,125	2,885	.92	89
Gardner,	8,421	4,513,815	31	1,401	656	1,590	5	138	920	1,349	1,219	.90	36
Grafton,	5,002	2,330,030	24	936	481	1,054	2	58	628	812	739	.91	27
Hardwick,	2,922	1,416,160	14	514	317	512	9	19	207	318	284	.89	15
Harvard,	1,095	968,835	9	140	78	161	7	13	91	129	117	.90	9
Holden,	2,623	1,108,472	15	473	384	566	11	24	334	459	423	.92	16
Hopedale,	1,176	1,508,281	6	194	112	239	—	35	124	188	178	.94	9
Hubbardston,	1,346	677,621	8	169	139	242	4	26	139	189	175	.92	9
Lancaster,	2,201	2,958,704	10	334	201	369	5	38	211	269	244	.90	12
Leicester,	3,120	2,137,819	15	555	406	669	3	27	424	532	487	.91	19
Leominster,	7,269	4,897,314	28	1,039	706	1,463	4	149	726	1,116	1,052	.94	35
Lunenburg,	1,146	738,424	8	191	118	212	1	20	114	169	153	.91	8

SCHOOL RETURNS.

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Mendon,	919	541,633	7	129	89	160	1	14	107	144	135	.93	7
Milford,	8,780	5,069,894	33	1,293	835	1,524	2	198	829	1,222	1,132	.92	36
Millbury,	4,428	2,086,548	17	911	595	944	-	92	598	775	741	.95	19
New Braintree,	573	433,700	6	110	73	126	-	10	70	85	78	.91	6
Northborough,	1,952	1,252,048	9	310	203	397	-	38	212	331	298	.90	10
Northbridge,	4,603	2,562,143	18	806	574	978	-	80	661	764	711	.93	22
North Brookfield,	3,871	1,752,845	16	836	404	553	-	41	292	443	400	.90	18
Oakham,	738	345,839	5	85	66	149	3	31	81	107	99	.92	7
Oxford,	2,616	1,281,490	11	447	296	482	1	18	327	350	297	.84	12
Paxton,	445	293,580	3	58	36	67	-	6	36	53	47	.88	3
Petersham,	1,050	580,062	9	148	90	166	3	9	84	129	115	.89	9
Phillipston,	502	269,443	4	78	50	93	-	6	52	67	60	.89	4
Princeton,	982	834,165	6	131	88	181	-	31	80	142	131	.92	7
Royalston,	1,030	543,021	8	137	106	194	3	28	106	141	135	.95	8
Rutland,	980	500,228	8	147	85	221	4	12	127	167	147	.88	8
Shrewsbury,	1,449	986,099	9	246	148	270	2	26	174	253	235	.92	11
Southborough,	2,114	1,503,026	10	370	229	379	-	36	201	297	253	.85	11
Southbridge,	7,655	3,391,157	23	1,701	1,041	1,144	15	82	607	738	686	.92	29
Spencer,	8,747	4,130,561	40	1,878	1,330	1,860	3	115	1,104	1,440	1,337	.92	42
Sterling,	1,244	849,135	9	184	103	226	-	30	131	168	150	.89	11
Sturbridge,	2,074	945,380	14	377	262	432	5	9	236	309	289	.93	14
Sutton,	3,180	1,286,772	16	690	429	555	8	22	380	366	323	.88	16
Templeton,	2,999	1,264,283	17	546	332	555	17	59	303	473	442	.93	17
Upton,	1,878	948,409	9	257	178	335	3	52	178	278	260	.93	10
Uxbridge,	3,408	2,102,465	18	540	364	726	10	57	398	549	497	.90	19
Warren,	4,681	2,558,764	22	924	573	1,053	-	66	593	805	742	.92	28
Webster,	7,031	2,978,623	14	1,426	757	794	5	60	405	529	469	.88	16
Westborough,	5,195	2,740,448	20	686	432	804	1	85	421	662	613	.92	24
West Boylston,	3,019	1,209,668	14	494	322	645	2	36	370	485	446	.91	15
West Brookfield,	1,592	769,087	10	236	166	273	8	22	145	209	193	.92	10
Westminster,	1,688	725,743	11	262	153	290	3	29	153	233	218	.93	12
Winchendon,	4,390	2,196,606	18	769	312	842	1	109	501	718	676	.94	23
Worcester,	84,655	81,025,802	293	15,790	12,904	16,255	-	1,984	8,695	13,082	11,727	.89	386
Totals,	280,787	\$191,955,290	1,157	50,426	34,309	52,454	215	4,945	29,389	41,076	37,309	.90	1,353

WORCESTER COUNTY — CONTINUED.

TOWNS.	Whole No. of different male teachers in school-year.	Whole No. of different female teachers in school-year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	A'ge wages per month of male teachers in Public Schools.	A'ge wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school-year.	Average No. of months the Public Schools the entire year.	No. of Schools kept less than six months each.	HIGH SCHOOLS.					Salary of Principal.	
										No. of High Schools.	No. of teachers.	No. of pupils.	How supported.	Length.		
														Months.		Days.
Ashturnham.	1	17	4	1	\$105 00	\$32 80	109-19	8-9	-	1	Taxation,	1	1	9-10	\$1,000 00	
Athol, .	1	38	9	6	130 00	39 71	194	8-16	-	1	Taxation,	1	3	10	1,300 00	
Auburn, .	2	11	8	4	-	39 80	58-5	7-5	-	1	-	1	2	-	-	
Barre, .	2	21	12	10	59 68	49 36	104-13	8-2	-	1	Taxation,	1	2	9	900 00	
Berlin, .	1	5	3	3	-	32 00	40	8	-	1	-	1	2	-	-	
Blackstone, .	2	24	2	1	111 11	35 00	198	9	-	1	Taxation,	1	2	9	1,000 00	
Bolton, .	1	9	4	3	50 00	29 33	64	9-2	-	1	Not by tax.	1	1	10	500 00	
Boylston, .	1	5	2	2	-	41 00	36-10	9-7	-	1	-	1	2	-	-	
Brookfield, .	1	24	1	-	110 00	37 00	130	8-2	-	1	Taxation,	1	2	10	1,100 00	
Charlton, .	2	21	8	1	29 00	31 00	97	7-9	-	1	-	1	3	-	-	
Clinton, .	2	38	13	2	160 00	43 31	300-17	9-8	-	1	Taxation,	1	3	9-9	1,600 00	
Dana, .	-	9	5	4	-	30 00	35-15	7-7	-	1	-	1	1	-	-	
Douglas, .	2	13	1	-	80 00	33 50	103	7-18	-	1	Taxation,	1	1	10	800 00	
Dudley, .	3	15	1	1	100 00	34 50	115-12	8-17	-	1	Part tax, .	1	3	10	1,000 00	
Fitchburg, .	10	93	30	16	140 00	48 00	737	9-13	-	1	Taxation,	1	10	10	2,400 00	
Gardner, .	2	42	9	8	125 00	41 92	284	9-3	-	1	Taxation,	1	4	9-15	1,300 00	
Grafton, .	1	38	6	4	133 33	35 67	193	8	-	1	Taxation,	1	3	9	1,200 00	
Hardwick, .	3	18	5	2	48 00	31 70	126	9	-	1	Taxation,	1	2	9	600 00	
Harvard, .	2	13	4	2	36 00	32 50	80-10	8-18	-	1	-	1	2	-	-	
Holden, .	1	20	10	6	104 00	34 40	135-15	9-2	-	1	Taxation,	1	1	9-15	1,000 00	
Hopedale, .	-	11	9	8	-	53 43	56	9-6	-	1	Taxation,	1	2	10	725 00	
Hubbardston, .	-	13	3	2	-	33 02	67-5	8-8	-	1	Taxation,	1	2	8-7	385 00	
Lancaster, .	2	14	7	7	147 37	41 58	91-5	9-2	1	1	Taxation,	1	3	9-10	1,400 00	
Leicester, .	4	25	8	6	100 00	40 00	141-15	9-9	-	1	Part tax, .	1	4	9-15	1,700 00	
Leominster, .	4	38	5	4	125 00	41 87	253-5	9	-	1	Taxation,	1	7	10	1,500 00	
Lunenburg, .	-	11	7	5	-	33 00	60	7-10	-	-	-	-	-	-	-	

SCHOOL RETURNS.

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Mendon,	11	5	5	-	38 41	51-5	7-6	-	1	1	1	19	Taxation,	6	420 00
Millford,	37	13	9	150 00	46 16	324-5	9-16	1	1	1	144	Taxation,	10	1,500 00	
Millbury,	24	5	3	60 71	39 68	141-10	8-6	4	1	1	55	Taxation,	10-19	1,250 00	
New Braintree,	8	5	3	-	31 00	45	7-10	-	-	-	-	-	-	-	-
Northborough,	14	8	5	108 10	38 00	72-15	8-3	-	1	1	31	Taxation,	9-5	1,000 00	
Northbridge,	24	15	15	130 00	41 09	171-5	9-10	-	1	1	46	Taxation,	10	1,300 00	
North Brookfield,	21	-	-	126 00	41 08	146	9-2	-	1	1	45	Taxation,	10	1,260 00	
Oakham,	7	-	-	-	28 80	37-10	7-10	-	-	-	-	-	-	-	-
Oxford,	15	6	5	100 00	34 48	96-5	8-15	1	1	1	37	Taxation,	10	1,000 00	
Paxton,	5	4	2	-	34 85	21	7	-	-	-	-	-	-	-	-
Petersham,	14	2	1	-	27 80	67-10	7-10	-	1	1	23	Taxation,	7-10	375 00	
Phillipston,	7	2	2	-	32 50	28-10	7-7	1	-	-	-	-	-	-	-
Princeton,	13	4	2	-	40 00	54	7-14	-	1	-	52	Taxation,	8-10	570 00	
Royalston,	13	2	1	32 00	32 40	57-10	7-3	1	-	-	-	-	-	-	-
Rutland,	12	2	-	49 00	28 00	51	6-7	1	1	1	42	Taxation,	7	350 00	
Shrewsbury,	14	-	-	80 00	34 92	68-10	7-12	1	1	1	30	Taxation,	9	720 00	
Southborough,	10	3	1	105 28	43 36	90-10	9-3	-	1	2	40	Taxation,	9-10	1,000 00	
Southbridge,	38	6	2	120 00	38 05	211-1	9-3	-	1	4	87	Taxation,	9-17	1,200 00	
Spencer,	49	17	4	77 55	38 26	361	9	-	1	3	99	Taxation,	10	1,300 00	
Sterling,	10	5	5	89 48	34 77	73-5	8-2	-	1	2	51	Taxation,	9-5	823 50	
Sturbridge,	16	2	1	-	32 00	116-5	8-6	-	-	-	-	-	-	-	-
Sutton,	27	4	4	30 00	33 82	120	7-10	-	1	1	22	Taxation,	9	600 00	
Templeton,	3	20	7	86 11	35 83	118	6-18	-	2	2	72	Taxation,	9	800 00	
Upton,	10	5	5	-	37 00	75-10	8-7	-	1	2	61	Taxation,	9-10	950 00	
Uxbridge,	24	7	3	157 89	39 40	159-5	8-16	-	1	2	66	Taxation,	9-10	1,500 00	
Warren,	31	7	5	70 08	35 89	186-5	8-9	2	1	3	71	Taxation,	9	800 00	
Webster,	20	-	-	120 00	43 00	121	8-12	2	1	3	41	Taxation,	10	1,200 00	
Westborough,	24	5	4	115 79	40 00	175	8-15	-	1	3	87	Taxation,	10	1,400 00	
West Boylston,	17	9	1	102 56	36 00	117-15	8-8	-	1	2	27	Taxation,	9-15	1,000 00	
West Brookfield,	11	6	5	-	37 00	77	7-14	-	1	1	25	Taxation,	9	450 00	
Westminster,	17	1	1	-	37 00	84	7-12	-	1	2	54	Taxation,	9	482 00	
Winchendon,	27	3	3	140 35	41 52	151-6	8-7	-	1	6	116	Not by tax,	9-10	2,200 00	
Worcester,	347	299	287	146 53	56 01	2,703	9-4	-	2	40	570 792	Taxation,	10	3,000 00	
Totals	1,523	637	499	\$114 02	\$42 62	10,187-3	8-6	15	48	154	4,440	-	451-2	\$53,610 50	

BOARD OF EDUCATION.

WORCESTER COUNTY — CONTINUED.

TOWNS.	Amount raised by taxes and expended for schools, including wages of teachers, board, fuel, care of rooms, for the school-year 1892-93.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of printing reports, etc.	Expense of sundries, — books, stationery, etc.	Amount expended for transportation of pupils.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.
Ashburnham.	\$4,200 00	\$90 00	\$500 00	\$24 00	\$446 88	\$97 00	\$5,738 88	—	\$251 84	\$11,348 60
Athol.	10,900 00	375 00	—	—	1,195 45	70 00	14,362 17	—	478 00	27,380 62
Auburn.	2,200 00	100 00	—	6 00	225 00	111 00	—	\$500 00	207 00	3,349 00
Barre.	5,097 16	82 90	464 28	—	300 00	175 83	—	—	300 00	6,420 17
Berlin.	1,100 00	80 00	44 35	—	139 04	—	—	—	—	1,363 39
Blackstone.	9,500 00	—	800 00	25 00	1,000 00	—	—	100 00	923 51	12,348 51
Bolton.	1,550 00	80 00	102 94	33 55	112 21	—	—	—	231 62	2,110 32
Boylston.	1,500 00	80 25	103 20	12 10	151 88	—	—	278 60	104 90	2,230 93
Brookfield.	7,000 00	105 00	625 00	30 00	606 00	85 00	—	—	100 00	8,551 00
Charlton.	3,318 75	192 29	168 75	3 44	622 86	—	—	542 65	109 79	4,958 53
Clinton.	22,478 63	200 00	1,600 00	8 85	2,658 44	—	6,028 98	—	2,524 55	35,499 45
Dana.	800 00	47 00	—	8 00	200 00	15 00	—	712 84	361 04	2,146 88
Douglas.	4,256 59	25 00	300 00	18 25	475 70	52 50	—	127 90	—	5,255 94
Dudley.	5,364 06	50 00	262 50	25 00	610 39	—	—	—	297 76	6,609 71
Fitchburg.	61,210 71	—	2,500 00	50 00	10,480 18	25 00	22,263 00	—	1,200 00	97,728 89
Gardner.	18,500 00	—	1,500 00	63 00	1,593 50	84 50	14,000 00	501 57	1,145 39	37,387 96
Grafton.	12,353 85	527 51	1,150 20	100 00	1,183 30	—	—	800 00	853 87	16,968 73
Hardwick.	4,000 00	55 80	100 00	—	376 73	—	—	—	27 34	4,559 87
Harvard.	2,850 00	135 00	330 72	24 00	388 80	—	—	175 41	30 85	3,934 78
Holden.	6,820 96	75 00	650 00	12 50	349 37	321 00	1,000 00	200 00	264 68	9,693 51
Hopedale.	4,403 48	100 00	—	19 00	575 73	—	—	157 47	545 58	5,801 26
Hubbardston.	2,200 00	110 00	250 00	24 00	367 26	374 41	—	—	207 10	3,532 77
Launcester.	6,500 00	83 33	450 00	3 65	688 81	312 75	—	215 00	174 98	8,428 52
Leicester.	7,200 00	238 90	641 65	—	1,014 10	—	—	—	345 96	9,440 61
Leominster.	19,500 00	—	1,662 50	12 00	2,815 44	262 50	—	1,348 45	336 07	25,936 96
Lunenburg.	2,000 00	81 00	200 00	16 00	322 00	109 00	2,505 00	—	49 00	5,282 00

SCHOOL RETURNS.

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Mendon, . . .	1,660 00	17 00	300 00	20 00	262 10	103 00	-	107 00	50 64	2,519 74
Milford, . . .	20,963 92	25 00	1,700 00	25 00	3,368 07	-	-	-	1,915 30	27,997 29
Millbury, . .	9,560 35	300 00	620 64	1 50	535 07	71 68	14,336 37	-	567 93	25,983 54
New Braintree,	1,603 00	75 00	-	13 00	167 00	-	-	79 00	25 00	1,962 00
Northboro', .	4,138 91	100 00	316 84	20 00	331 81	307 75	4,181 38	-	58 68	9,455 37
Northbridge, .	12,505 89	-	600 00	50 00	1,126 78	583 75	-	409 61	1,087 93	16,363 96
No. Brookfield,	7,800 00	170 00	625 00	45 00	603 95	-	-	65 79	148 09	9,457 83
Oakham, . . .	850 00	95 11	-	5 00	166 90	104 85	-	-	59 32	1,281 18
Oxford, . . .	5,000 00	250 00	316 66	30 00	567 47	256 00	-	-	305 06	6,725 19
Paxton, . . .	811 11	50 00	-	-	68 97	186 00	-	11 06	37 70	1,164 84
Petersham, . .	2,341 93	63 20	285 72	18 00	307 04	41 15	-	-	54 10	3,111 14
Phillipston, .	1,050 00	-	82 98	13 00	82 42	103 00	-	93 10	26 45	1,450 95
Princeton, . .	2,500 00	96 90	177 89	15 00	287 57	419 75	-	113 20	61 03	3,671 14
Royalston, . .	1,615 70	115 65	249 97	25 00	160 91	110 00	-	185 44	98 74	2,561 41
Rutland, . . .	1,727 42	97 75	-	8 00	218 25	361 24	-	-	44 33	2,456 99
Shrewsbury, . .	4,000 00	195 00	77 70	18 00	303 74	307 00	-	95 51	25 00	5,021 95
Southborough, .	5,000 00	150 00	395 00	15 00	590 00	-	-	-	681 00	6,831 00
Southbridge, .	13,448 17	-	1,400 00	31 50	2,736 27	649 00	2,539 80	1,121 68	597 06	21,874 48
Spencer, . . .	23,650 00	-	1,300 00	41 86	1,714 83	218 25	-	436 00	1,580 53	29,372 22
Sterling, . . .	3,817 45	69 00	269 01	20 00	279 66	106 00	-	-	125 02	4,798 39
Sturbridge, . .	3,500 00	195 00	490 00	17 00	314 00	106 00	-	-	83 00	4,705 00
Sutton,	5,200 00	150 00	-	-	287 76	60 00	-	-	453 78	6,151 54
Templeton, . .	5,000 00	-	708 00	-	1,000 00	448 50	4,626 77	104 50	200 00	12,987 77
Upton,	4,553 56	10 00	552 40	25 00	578 73	278 00	-	-	110 84	6,108 53
Uxbridge, . . .	8,000 00	117 00	750 00	75 00	707 25	175 00	25,000 00	-	142 75	34,967 00
Warren,	12,398 93	15 00	400 00	32 00	942 93	360 64	-	348 47	478 61	14,976 58
Webster,	8,000 00	150 00	600 00	44 00	766 61	-	-	868 95	539 90	10,969 46
Westborough, .	12,280 29	-	858 33	25 00	1,633 35	325 50	-	-	591 17	15,663 64
West Boylston, .	6,000 00	170 00	471 18	-	518 36	-	-	411 41	244 83	7,815 78
W. Brookfield, .	3,000 00	-	168 50	10 00	458 00	167 00	-	-	1,410 00	5,213 50
Westminster, .	3,200 00	93 75	333 36	22 00	418 38	158 00	-	-	416 85	4,642 34
Winchendon, .	5,817 82	396 69	750 00	48 67	503 43	68 10	-	4,129 90	880 32	12,591 93
Worcester, . .	272,785 89	1,283 35	3,500 00	341 44	41,553 98	-	145,026 54	2,979 30	14,060 09	481,530 59
Totals,	\$700,534 53	\$7,364 38	\$32,705 27	\$1,573 31	\$92,460 46	\$8,094 65	\$261,608 89	\$17,219 81	\$38,224 88	\$1,159,756 18

SCHOOL RETURNS.

Lxxiii

Mendon,	50 00	-	-	171 70	-	-	-	1	225	-	-	334 64
Milford,	-	-	406 77	-	-	-	-	-	-	-	-	218 31
Millbury,	-	-	-	-	-	-	-	-	-	-	-	443 31
New Braintree,	-	-	-	-	-	-	-	-	-	-	-	268 31
Northborough,	-	5,000 00	250 00	402 29	-	-	-	-	-	-	-	274 41
Northbridge,	-	-	-	437 50	-	-	-	-	-	-	-	268 31
No. Brookfield,	-	-	-	159 48	-	-	-	7	360	-	-	275 00
Oakham,	-	-	-	-	-	-	-	-	-	-	-	234 64
Oxford,	-	-	-	-	-	-	-	-	-	-	-	275 00
Paxton,	-	-	-	-	-	-	-	-	-	-	-	334 64
Petersham,	-	2,422 00	103 75	176 49	-	-	-	-	-	-	-	387 20
Phillipston,	-	-	-	80 27	-	-	-	-	-	-	-	334 64
Princeton,	7 20	-	-	101 68	-	-	-	-	-	-	-	334 64
Royalston,	-	6,500 00	415 90	135 56	-	-	-	-	-	-	-	387 20
Rutland,	-	-	100 00	-	-	-	-	-	-	-	-	268 31
Shrewsbury,	-	1,000 00	40 20	-	-	-	-	-	-	-	-	268 31
Southborough,	-	-	-	383 92	1	102	60,000 00	2	48	-	20,258 00	-
Southbridge,	-	-	-	-	-	-	-	2	818	-	-	-
Spencer,	-	-	-	-	-	-	-	-	-	-	-	368 31
Sterling,	-	-	-	-	-	-	-	-	-	-	-	368 31
Sturbridge,	-	-	-	-	-	-	-	-	-	-	-	268 31
Sutton,	-	2,000 00	120 00	-	-	-	-	1	110	-	500 00	-
Templeton,	-	-	-	260 48	-	-	-	3	70	-	50 00	-
Upton,	57 00	-	-	-	-	-	-	-	-	-	-	312 20
Uxbridge,	-	-	-	-	-	-	-	-	-	-	-	218 31
Warren,	-	-	-	-	-	-	-	-	-	-	-	218 31
Webster,	-	-	-	470 46	-	-	-	-	-	-	-	184 64
Westborough,	-	-	-	-	-	-	-	3	650	-	800 00	-
West Boylston,	-	-	-	-	-	-	-	2	45	-	1,000 00	184 64
W. Brookfield,	-	-	-	-	-	-	-	-	-	-	-	268 31
Westminster,	-	-	-	-	-	-	-	-	-	-	-	368 31
Winchendon,	-	240,000 00	7,931 83	-	-	-	-	-	-	-	-	368 31
Worcester,	-	1,537 96	57 50	-	-	-	-	1	6	-	90 00	50 00
Totals,	\$264 20	\$474,308 62	\$21,173 09	\$6,474 98	8	471	\$105,843 00	20	2,500	6,053	\$57,113 00	\$14,467 29
								48				\$693 64

RECAPITULATION.

COUNTIES.	Population — U. S. Cen- sus, 1890.	Valuation — 1892.	No. of Public Schools.	No. of persons in town May 1, 1892, between 5 and 15 years of age.	No. of persons in town May 1, 1892, between 8 and 14 years of age.	No. of different pupils of all ages in the Pub- lic Schools during the school-year.	No. attending within the year under 5 years of age.	No. attending within the year over 15 years of age.	No. attending within the year between 5 and 14 years of age.	Average membership of all the Schools.	Average attendance in all the Public Schools during the school-year.	The percent. of attend- ance based upon the average membership.
Barnstable,	29,172	\$20,598,614	158	4,358	2,977	4,931	11	656	3,069	4,247	3,879	.91
Berkshire,	81,108	45,846,855	358	14,810	9,433	15,706	154	1,077	9,014	12,294	11,067	.90
Bristol,	186,465	141,613,234	655	36,241	21,223	32,227	117	1,830	18,959	24,911	22,288	.89
Dukes,	4,369	3,811,482	20	545	362	625	5	94	363	493	421	.85
Essex,	299,995	233,398,097	1,023	50,607	30,037	47,736	66	4,381	26,885	41,448	37,545	.90
Franklin,	38,610	20,637,911	258	6,442	3,965	7,219	55	533	4,210	6,074	5,560	.91
Hampden,	135,713	105,309,716	490	25,012	15,751	22,777	100	1,457	12,520	16,853	15,274	.90
Hampshire,	51,859	29,033,016	288	9,257	5,754	9,544	83	906	5,456	7,629	6,937	.90
Middlesex,	431,167	399,237,733	1,464	75,396	47,486	81,178	705	8,300	44,919	64,992	59,988	.92
Nantucket,	3,268	3,009,406	11	495	395	377	10	31	236	325	294	.90
Norfolk,	118,950	147,912,664	523	21,946	13,542	22,950	258	2,307	12,528	19,224	17,563	.91
Plymouth,	92,700	65,169,898	408	14,855	8,636	16,576	69	1,620	9,310	14,024	12,783	.91
Suffolk,	484,780	925,491,174	697	79,649	50,071	77,445	1,435	7,258	39,571	67,272	59,893	.89
Worcester,	280,787	191,955,290	1,157	50,426	34,309	52,454	215	4,945	29,389	41,076	37,309	.90
Totals,	2,238,943	\$2,333,025,090	7,510	390,039	243,941	391,745	3,283	35,395	216,429	320,862	290,801	.90

SCHOOL RETURNS.

lxxv

RECAPITULATION — CONTINUED.

COUNTIES.	No. of teachers required by the Public Schools.	Whole No. of different male teachers in school-year.	Whole No. of different female teachers in school-year.	No. of teachers who have attended Normal Schools.	No. of teachers who have graduated from Normal Schools.	Av'ge wages per month of male teachers in Public Schools.	Av'ge wages per month of female teachers in Public Schools.	Aggregate of months all the Public Schools have been kept during the school-year.	Average No. of months the Public Schools have been kept for the entire year.	No. of Schools kept less than six months each.	HIGH SCHOOLS.				Salary of Principal.
											No. of High Schools.	No. of teachers.	No. of pupils.		
Barnstable,	168	51	179	63	52	\$73 68	\$36 31	1,371-1	8-5	2	10	17	506	\$10,265 00	
Berkshire,	450	44	529	89	55	75 67	33 86	3,567-6	8-1	5	16	33	1,007	14,188 00	
Bristol,	798	54	871	188	142	124 06	46 11	5,970	8-14	1	11	54	1,824	15,372 50	
Dukes,	22	5	23	8	5	56 00	35 97	162-12	8-2	1	1	1	34	540 00	
Essex,	1,198	96	1,199	456	373	123 47	47 32	9,778-10	9-4	4	28	127	3,576	40,055 50	
Franklin,	272	20	359	77	49	59 35	31 15	1,984-8	7-8	2	8	18	458	6,550 00	
Hampden,	579	47	641	275	201	132 78	45 32	4,051-13	8-5	4	8	46	1,297	13,838 00	
Hampshire,	315	31	377	80	46	73 50	32 56	2,409-13	7-16	8	12	29	714	10,402 00	
Middlesex,	1,902	180	1,925	809	689	142 67	51 42	13,849-17	8-19	5	47	205	6,600	67,767 75	
Nantucket,	12	1	11	2	2	100 00	32 50	116	10-10	—	1	2	71	1,000 00	
Norfolk,	640	81	631	243	205	113 34	46 62	4,789-10	9-5	1	25	70	1,888	33,057 50	
Plymouth,	456	56	514	219	174	95 74	40 34	3,830-6	9-1	2	19	59	1,779	20,887 67	
Suffolk,	1,586	198	1,462	985	981	247 41	71 20	6,893-5	9-16	—	13	146	4,388	39,076 00	
Worcester,	1,353	125	1,523	637	499	114 02	42 62	10,187-3	8-6	15	48	154	4,440	53,610 50	
Totals,	9,751	989	10,244	4,131	3,473	\$140 73	\$48 13	68,961-4	8-13	50	247	961	28,582	\$326,610 42	

RECAPITULATION — CONTINUED.

COUNTIES.	Amount raised by taxes and expended for schools, including wages of teachers, board, fuel, care of fires, for the school-year 1892-93.	Expense of supervision by school committee.	Salary of Superintendent of Public Schools.	Expense of printing reports, etc.	Expense of sundries, — books, stationery, etc.	Amount expended for transportation of pupils.	Amount expended for new school-houses.	Amount expended for alterations and permanent improvements.	Amount expended for ordinary repairs.	Amount paid for all school purposes from money raised by taxation.
Barnstable, . . .	\$69,697 26	\$1,602 57	\$6,839 80	\$333 13	\$6,387 13	\$2,682 66	—	\$954 19	\$4,205 21	\$92,701 95
Berkshire, . . .	175,378 49	2,822 28	8,385 38	552 58	19,816 21	1,321 23	\$14,234 68	7,459 34	6,957 13	236,927 32
Bristol, . . .	459,193 40	4,344 54	13,800 00	922 62	38,660 98	3,805 43	59,287 51	14,221 16	15,238 74	609,474 38
Dukes, . . .	6,739 29	366 00	—	91 90	1,115 00	101 40	—	395 55	538 84	9,347 98
Essex, . . .	700,449 53	9,600 33	16,466 67	2,314 88	69,798 72	2,961 46	59,775 50	37,344 25	54,228 73	952,940 07
Franklin, . . .	78,371 32	3,017 98	2,557 83	370 10	9,512 36	3,110 44	1,637 59	3,790 19	5,931 01	108,298 82
Hampden, . . .	320,194 44	3,378 48	12,314 17	519 66	36,846 92	2,791 40	32,667 01	38,017 66	15,349 51	462,079 25
Hampshire, . .	105,964 83	2,683 22	4,057 20	280 45	11,034 28	2,242 86	14,083 31	10,450 92	6,797 17	157,594 24
Middlesex, . .	1,312,861 00	11,151 76	37,697 72	2,083 00	113,191 08	13,901 87	385,005 49	48,382 10	72,793 85	1,997,067 87
Nantucket, . .	5,211 51	100 00	—	24 00	387 87	—	—	—	117 71	5,841 09
Norfolk, . . .	414,123 62	4,851 49	19,299 27	537 87	41,163 55	5,956 99	101,323 06	27,796 06	21,399 26	636,451 17
Plymouth, . .	223,669 90	3,150 37	10,770 82	601 85	20,671 76	3,632 02	36,089 66	3,439 40	16,641 92	318,667 70
Suffolk, . . .	1,709,752 08	57,136 83	8,300 00	3,205 00	101,181 68	18 00	590,326 70	21,835 61	229,532 60	2,721,288 50
Worcester, . .	700,534 53	7,364 38	32,705 27	1,573 31	92,460 46	8,064 65	261,608 89	17,219 81	38,224 88	1,159,756 18
Totals, . . .	\$6,282,141 20	\$111,570 23	\$173,194 13	\$13,410 35	\$562,228 00	\$50,590 41	\$1,556,039 40	\$231,306 24	\$487,956 56	\$9,468,436 52

RECAPITULATION — CONCLUDED

COUNTIES.	Amount of voluntary contributions for Public Schools.	Amount of local funds, the income of which can be appropriated only for the support of Schools and Academies.	Income of local funds.	Income of surplus revenue and other funds, including the dog tax, used at the option of the town.	ACADEMIES AND PRIVATE SCHOOLS.						Town's share of school-fund payable Jan. 25, 1893.	How much of said fund was used for apparatus and books of reference.
					No. of Academies.	Whole No. attending for the year.	Amount of tuition paid.	No. of Private Schools.	Whole No. attending for the year.	Estimated amount of tuition.		
Barnstable,	\$130 00	\$39,733 00	\$2,215 87	\$2,422 77	1	—	—	1	30	—	\$4,728 76	\$110 00
Berkshire,	100 00	15,668 22	947 60	1,892 13	12	—	—	12	1,399	\$19,175 00	9,507 44	573 04
Bristol,	368 15	233,000 00	14,026 27	8,630 10	3	293	\$11,642 00	27	7,304	19,431 00	4,630 33	544 64
Dukes,	—	—	—	218 12	1	13	—	—	—	—	1,802 96	99 19
Essex,	44 00	485,954 59	12,061 17	6,987 56	5	811	42,102 00	43	7,014	29,330 46	5,184 81	140 00
Franklin,	131 00	66,341 47	4,539 37	1,513 63	6	616	31,895 00	3	43	577 50	8,416 87	121 00
Hampden,	672 50	209,651 65	11,397 23	2,803 17	3	458	13,092 00	22	5,641	58,489 00	5,794 07	147 10
Hampshire,	20 00	470,824 82	25,782 73	2,750 67	5	559	89,240 00	17	1,076	15,875 00	7,039 94	331 20
Middlesex,	98 00	131,967 78	8,780 46	6,152 11	13	988	108,542 00	55	10,867	97,810 00	9,618 06	593 62
Nantucket,	—	—	—	311 00	1	80	500 00	—	—	—	—	—
Norfolk,	695 00	164,388 46	7,062 34	6,563 88	4	342	17,479 83	25	1,581	20,992 00	4,530 68	285 72
Plymouth,	215 00	194,867 00	9,486 81	5,620 65	7	199	4,540 00	10	648	6,630 00	6,106 06	128 16
Suffolk,	—	62,434 49	3,044 87	58,565 08	38	12,000	205,000 00	87	3,335	362,000 00	—	—
Worcester,	264 20	474,308 62	21,173 09	6,474 98	8	1,000	105,843 00	48	6,053	57,113 00	14,467 29	693 64
Totals,	\$2,737 85	\$2,549,140 10	\$120,517 81	\$110,905 85	94	17,359	\$629,875 83	350	44,991	\$687,422 96	\$81,827 27	\$8,767 31

EVENING SCHOOLS.

CITIES AND TOWNS.	No. of Schools.	ATTENDANCE.			TIME.	No. of Teachers.	Expense.
		Males.	Females.	Average.	No. of Evenings.		
Amesbury,	1	210	*	145	36	9	\$546 70
Billerica,	1	82	40	47	76	4	825 00
Boston,	21	5,623	*	3,811	105	193	61,764 88
Brockton,	10	326	76	241	44	13	1,765 08
Brookline,	1	125	*	36	69	4	524 99
Cambridge,	6	950	*	456	312	46	4,210 75
Chelsea,	2	443	*	186	81	14	1,237 00
Chicopee,	2	235	260	361	40	26	1,358 16
Clinton,	1	205	171	161	46	11	525 00
Cohasset,	1	22	-	12	36	2	300 00
Concord,	1	66	21	40	52	5	514 00
Dracut,	2	35	21	45	35	3	131 12
Dudley,	3	109	95	94	25	7	214 09
Everett,	1	76	23	33	69	3	433 50
Fall River,	14	2,124	978	1,439	66	106	10 310 73
Fitchburg,	4	219	107	149	48	17	1,629 30
Framingham,	2	58	12	25	40	5	750 00
Groveland,	1	15	20	-	16	2	32 00
Haverhill,	5	270	130	280	60	16	1,865 27
Holyoke,	29	560	444	723	20	62	1,911 00
Hyde Park,	3	163	*	44	51	5	843 03
Lawrence,	4	518	409	666	50	46	2,365 75
Lowell,	11	1,764	1,204	1,635	74	102	14,491 09
Lynn,	17	332	262	346	53	26	2,869 81
Malden,	2	161	93	151	80	10	1,701 01
Marlborough,	1	78	8	45	60	4	572 78
Medford,	1	45	30	30	34	4	330 56
Milford,	1	52	19	43	52	4	378 00
Milbury,	1	87	*	75	75	3	252 00
Mills,	1	18	4	9	27	2	60 00
Natick,	1	33	30	24	40	3	299 65
New Bedford,	6	2,316	*	749	60	53	6,813 93
Newburyport,	2	50	34	43	30	7	251 50
Newton,	2	113	54	83	34	10	818 52
North Adams,	9	187	65	224	40	15	1,070 25
Northampton,	6	128	92	144	47	16	1,351 73
North Attleborough,	1	58	14	18	54	3	247 50
Northbridge,	2	54	4	34	30	4	192 96
Norwood,	1	23	8	21	36	2	120 00
Pittsfield,	2	160	130	-	61	6	724 25
Quincy,	2	213	32	148	49	15	1,876 42
Revere,	1	17	37	18	24	5	54 00
Salem,	4	384	131	195	224	17	2,389 00
Somerville,	4	273	64	142	43	15	1,771 10
Southbridge,	4	168	136	-	39	7	596 95
Spencer,	6	78	72	90	48	9	487 13
Springfield,	5	725	221	338	-	27	4,166 56
Taunton,	7	410	165	326	242	23	1,773 75
Walham,	3	154	131	148	148	14	1,888 73
Warren,	2	80	34	50	26	6	181 50
Warwick,	1	9	10	17	50	1	94 25
Webster,	4	-	-	106	38	9	462 07
Westborough,	1	38	33	22	24	2	90 00
Westfield,	1	61	23	29	39	4	166 75
West Springfield,	2	45	34	28	35	2	157 81
Weymouth,	1	18	8	12	50	2	500 00
Woburn,	1	84	38	61	50	4	1,210 39
Worcester,	13	765	142	483	88	53	7,799 81
Totals,	244	21,615	6,169	14,881	3,481	1,088	\$152,269 06

* With males.

SCHOOL RETURNS.

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RETURNS OF SCHOOLS IN STATE INSTITUTIONS FOR THE YEAR ENDING JULY 31, 1893.

STATE INSTITUTIONS.	No. of Schools in the Institution.	No. of different Scholars of all ages during the year.	Average attendance during the year.	No. under 5 years of age attending School.	No. over 15 years of age attending School.	No. between 5 and 15 years of age remaining in the Institution July 31, 1893.	No. of Teachers during the Year.		WAGES OF TEACHERS PER MONTH.		Length of each School in Months.
							Males.	Females.	Males.	Females.	
State Industrial School at Lancaster, .	4	196	95	-	124	72	-	4	-	\$25 00*	12
State Primary School at Monson, .	5	501	159	7	8	118	-	9	-	28 66	11 ³ / ₄
Lyman School for Boys at Westborough,	7	365	224	-	248	117	4	9	\$50 00 to 70 00†	45 00 to 80 00†	10

* And home.

† This includes board at the rate of \$200 per year.

GRADUATED TABLES—FIRST SERIES.

The following Table shows the sums appropriated by the several cities and towns in the State for the education of each child between five and fifteen years of age. The income of the surplus revenue and of other funds held in a similar way, when appropriated to schools, is added to the sum raised by taxes; and these sums constitute the amount reckoned as appropriations. The income of such school funds as were given and are held on the express condition that their income shall be appropriated to schools is not included. Such an appropriation of their income, being necessary to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any fund to its public schools, which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, than such appropriation is as really a contribution to common schools as an equal sum raised by taxes. On this account the surplus revenue and sometimes other funds are to be distinguished from local school funds as generally held. The income of the one *may* be appropriated to schools, or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns, to make this distinction in relation to school funds.

Voluntary contributions are not included in the amount which is divided in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular schools, or classes of scholars, and not benefit equally all that attend the public schools. Besides, the value of board and fuel gratuitously furnished is determined by the mere estimate of individuals, and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still the contributions voluntarily made are exhibited in a separate column of the Table, as necessary to a complete statement of the provision made by the towns for the education of their children.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1892-93, also its rank in a similar scale for 1891-92. It presents the sum appropriated to each child between five and fifteen.

GRADUATED TABLES — (FOR THE STATE) — FIRST SERIES.

Table showing the Comparative Amount of Money appropriated by the different Towns in the State for the Education of each Child in the Town between the Ages of 5 and 15 Years.

For 1891-92.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
3	WESTON, .	\$42 52.8	\$7,400 00	-	\$7,400 00	174	-
2	Nahant, .	42 17.1	4,090 62	-	4,090 62	97	-
1	Brookline, .	40 75.4	87,867 64	-	87,867 64	2,156	-
4	Milton, .	29 19.3	21,866 13	-	21,866 13	749	\$250 00
15	Lexington, .	25 82.6	11,157 00	-	11,157 00	432	-
8	Newton, .	25 67.5	114,786 24	\$2,548 98	117,335 22	4,570	-
28	Sandwich, .	24 93	5,261 64	247 98	5,509 62	221	-
11	Manchester, .	24 92.2	5,009 39	-	5,009 39	201	44 00
9	Dedham, .	24 11.5	28,384 17	-	28,384 17	1,177	-
10	Wellesley, .	23 87.3	12,324 45	90 00	12,414 45	520	-
13	Cohasset, .	23 77.7	8,796 26	239 07	9,035 33	380	-
6	Hull, .	23 69.6	2,440 75	-	2,440 75	103	-
50	Lincoln, .	23 16.8	3,289 91	-	3,289 91	142	-
44	Boston, .	22 84.2	1,613,386 87	58,114 48	1,671,501 35	73,176	-
25	Hopedale, .	22 69.8	4,403 48	-	4,403 48	194	-
29	Arlington, .	22 27.6	21,007 17	-	21,007 17	943	-
59	Barnardston, .	22 19.6	2,050 00	103 10	2,153 10	97	-
22	Barnstable, .	22 18.7	12,500 00	546 50	13,046 50	588	130 00

Showing the Comparative Amount of Money appropriated by the different Towns in the State — Continued.

For 1891-92.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
18	Walpole,	\$22 05.4	\$8,000 00	\$124 80	\$8,424 80	382	-
27	Bourne,	22 04.1	4,970 80	253 14	5,223 94	237	-
14	Dover,	21 85.7	1,925 00	173 33	2,098 33	96	-
19	Needham,	21 84.8	10,400 00	-	10,400 00	476	-
32	Hingham,	21 82.6	12,152 25	660 00	12,812 25	587	-
20	Concord,	21 53.9	13,850 00	-	13,850 00	643	-
94	Melrose,	21 40.3	33,090 42	-	33,090 42	1,546	-
23	Medford,	21 33.7	41,587 73	-	41,587 73	1,949	-
36	Littleton,	21 24.3	3,338 23	145 73	3,483 96	164	-
35	Belmont,	21 01.6	8,406 61	-	8,406 61	400	-
34	Sterling,	20 74.7	3,817 45	-	3,817 45	184	-
26	Falmouth,	20 71.9	7,500 00	332 13	7,832 13	378	-
21	Bridgewater,	20 57.4	9,600 00	419 58	10,019 58	487	-
40	Harvard,	20 35.7	2,850 00	-	2,850 00	140	-
148	Princeton,	19 86	2,500 00	101 68	2,601 68	131	\$7 20
42	Cambridge,	19 49.7	242,765 93	-	242,765 93	12,451	-
30	Lancaster,	19 46.1	6,500 00	-	6,500 00	334	-
37	Winchester,	19 43	19,119 48	-	19,119 48	984	-
17	Wellfleet,	19 36	3,100 00	75 09	3,175 09	164	-
7	Swampscott,	19 18.1	8,881 00	-	8,881 00	463	-
106	Sudbury,	19 15.8	3,400 00	163 39	3,563 39	186	-
91	Randolph,	19 01.1	10,518 49	508 00	11,026 49	580	-
138	Sharon,	18 79.5	3,700 00	153 00	3,853 00	205	-
33	Groton,	18 78.7	6,200 00	-	6,200 00	330	48 00
55	Leominster,	18 76.8	19,500 00	-	19,500 00	1,039	-
41	Springfield,	18 53.2	135,623 10	-	135,623 10	7,318	-

SCHOOL RETURNS.

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65	45	Norwood,	18	53.1	14,158	11	-	808	89	14,158	11	764
47	46	Weymouth,	18	46.4	31,429	89	808	89	-	32,238	78	1,746
53	47	Great Barrington,	18	43.1	11,570	00	613	00	613	12,183	00	661
60	48	Peabody,	18	42.2	32,000	00	644	56	644	32,644	56	1,772
12	49	Kingston,	18	41.7	4,400	00	204	31	204	4,604	31	250
24	50	Waltham,	18	25.7	54,444	70	-	-	-	54,444	70	2,982
68	51	Ashfield,	18	10.8	1,800	00	119	55	119	1,919	55	106
62	52	Wrentham,	17	99.2	7,700	00	450	43	450	8,150	43	453
107	53	Natick,	17	87.2	25,306	98	-	-	-	25,306	98	1,416
99	54	Winthrop,	17	86.6	7,500	00	450	60	450	7,950	60	445
16	55	Stockbridge,	17	85.7	6,500	00	-	-	-	6,500	00	364
127	56	Westborough,	17	82.8	12,230	29	-	-	-	12,230	29	686
104	57	Upton,	17	71.8	4,553	56	-	-	-	4,553	56	257
103	58	Wayland,	17	65.2	5,700	00	160	63	160	5,860	63	332
5	59	Yarmouth,	17	52.9	4,200	00	200	00	200	4,400	00	251
89	60	Easthampton,	17	48.3	11,755	45	220	74	220	11,976	19	685
225	61	Blandford,	17	39.4	2,000	00	522	18	522	2,522	18	145
-	62	West Tisbury,	17	34.4	1,044	11	13	88	13	1,057	99	61
39	63	Somerville,	17	34.1	124,701	41	-	-	-	124,701	41	7,191
75	64	Worcester,	17	27.5	272,785	89	-	-	-	272,785	89	15,790
38	65	Sherborn,	17	26.8	2,525	00	99	81	99	2,624	81	152
241	66	Merrimac,	17	10.1	7,087	17	180	84	180	7,268	01	425
67	67	North Andover,	17	09.3	11,538	00	-	-	-	11,538	00	675
92	68	Petersham,	17	01.6	2,341	93	176	49	176	2,518	42	148
56	69	Malden,	17	01.4	71,544	88	-	-	-	71,544	88	4,205
69	70	Lynn,	16	71.3	147,233	40	-	-	-	147,233	40	8,869
43	71	Acton,	16	66.6	4,400	00	-	-	-	4,400	00	264
66	72	Watertown,	16	60.4	21,684	97	-	-	-	21,684	97	1,306
85	73	Salem,	16	60.4	82,508	04	2,507	49	2,507	85,015	53	5,120
112	74	Canton,	16	60.1	11,820	00	647	61	647	12,467	61	751
71	75	Frammingham,	16	56.9	26,500	00	1,088	31	1,088	27,588	31	1,665
171	76	Millford,	16	52.7	20,963	92	406	77	406	21,370	69	1,293

150 00

100 00

57 00

400 00

Showing the Comparative Amount of Money appropriated by the different Towns in the State — Continued.

For 1891-92.	For 1892-93.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
51	77	Reading,	\$16 51.6	\$11,000 00	—	\$11,000 00	666	—
82	78	North Attleborough,	16 48.6	18,610 74	\$893 32	19,504 06	1,183	—
115	79	Norwell,	16 40.4	3,200 00	294 13	3,494 13	213	—
80	80	Hyde Park,	16 37.5	31,505 68	—	31,505 68	1,921	—
121	81	Braintree,	16 30.5	12,791 39	774 41	13,565 80	832	—
77	82	Shrewsbury,	16 26	4,000 00	—	4,000 00	246	—
212	83	Orange,	16 24.8	13,600 00	—	13,600 00	837	—
120	84	Tyngsborough,	16 21.6	1,200 00	—	1,200 00	74	—
98	85	Stoneham,	16 21.3	14,900 00	—	14,900 00	919	—
124	86	Essex,	16 20.3	3,500 00	113 41	3,613 41	223	—
84	87	Gloucester,	16 19.7	58,909 35	—	58,909 35	8,637	—
113	88	Brockton,	16 15.7	76,196 06	1,168 17	77,364 23	4,788	—
58	89	Montgomery,	16 15.1	500 00	49 14	549 14	34	—
155	90	Rockland,	16 10.9	13,500 00	—	13,500 00	838	—
74	91	Northbridge,	16 01.5	12,505 89	402 29	12,908 18	806	—
221	92	Amherst,	15 93.8	8,870 46	278 03	9,148 49	574	—
166	93	Ashland,	15 92	6,400 00	—	6,400 00	402	—
123	94	Easton,	15 88	11,000 00	1,371 04	12,371 04	779	—
78	95	Revere,	15 85	20,051 00	—	20,051 00	1,265	—
97	96	Lowell,	15 75.2	197,729 44	—	197,729 44	12,552	—
88	97	Plymouth,	15 73.3	21,744 38	—	21,744 38	1,382	—
48	98	Raynham,	15 69.1	3,000 00	263 84	3,263 84	208	—
170	99	Wilmington,	15 68.7	3,344 71	138 00	3,482 71	222	—
49	100	Medfield,	15 68.6	3,200 00	—	3,200 00	204	—
63	101	Abington,	15 66.9	11,000 00	—	11,000 00	702	—
276	102	Lynnfield,	15 48.3	1,383 80	87 11	1,470 91	95	—

Showing the Comparative Amount of Money appropriated by the different Towns in the State — Continued.

For 1891-92	For 1892-93	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
109	135	Westfield, . . .	\$14 52	\$24,727 89	—	\$24,787 89	1,703	—
233	136	Hanover, . . .	14 51.6	4,197 57	\$229 93	4,427 50	305	—
76	137	Granby, . . .	14 51.1	1,677 00	64 41	1,741 41	120	—
247	138	Phillipston, . .	14 49	1,050 00	80 27	1,130 27	78	—
174	139	Wareham, . . .	14 45.6	6,700 00	455 75	7,155 75	495	—
95	140	Chelsea, . . .	14 44.7	68,814 21	—	68,814 21	4,763	—
156	141	Fitchburg, . . .	14 44.3	61,210 71	—	61,210 71	4,238	—
73	142	Marblehead, . .	14 40	15,731 23	340 18	16,071 41	1,116	—
54	143	Townsend, . . .	14 34.4	3,500 00	—	3,500 00	244	—
169	144	Dighton, . . .	14 28	3,500 00	212 85	3,712 85	260	—
261	145	Deerfield, . . .	14 27.9	5,900 00	154 67	6,054 67	424	—
90	146	Barre, . . .	14 23.3	5,097 16	297 16	5,394 32	379	—
158	147	West Springfield, .	14 21.6	13,465 37	225 05	13,690 42	963	—
181	148	Mendon, . . .	14 19.9	1,660 00	171 70	1,831 70	129	\$50 00
192	149	Hudson, . . .	14 17.7	11,000 00	356 27	11,356 27	801	—
154	150	Everett, . . .	14 04	35,676 22	—	35,676 22	2,541	—
145	151	Attleborough, . .	13 98.8	17,000 00	793 65	17,793 65	1,272	125 00
339	152	Paxton, . . .	13 98.4	811 11	—	811 11	58	—
52	153	Sunderland, . . .	13 90.6	1,223 75	—	1,223 75	88	—
133	154	South Hadley, . .	13 84.2	9,350 00	284 25	9,634 25	696	—
142	155	Brookfield, . . .	13 79.1	7,000 00	282 00	7,282 00	528	—
147	156	Middleborough, . .	13 78.7	12,781 37	—	12,781 37	927	—
159	157	Tisbury, . . .	13 78.7	1,550 00	90 70	1,640 70	119	—
125	158	Leicester, . . .	13 69.8	7,200 00	402 42	7,602 42	555	—
161	159	New Bedford, . .	13 64.8	116,238 00	1,206 40	117,444 40	8,605	—
130	160	Northampton, . .	13 61.3	34,958 60	966 29	35,924 89	2,639	—

SCHOOL RETURNS.

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187	Cheshire,	13 57.4	3,000 00	3,000 00	221
176	Methuen,	13 55.9	12,211 79	12,664 43	934
163	Westford,	13 52.1	4,800 00	4,800 00	355
220	Gill,	13 51.3	1,500 00	1,500 00	111
165	Chelmsford,	13 43.5	6,000 00	6,381 98	475
166	Warren,	13 41.8	12,398 93	12,398 93	924
81	Wakefield,	13 41.7	21,200 00	21,200 00	1,580
87	Harwich,	13 38.4	5,300 00	5,460 68	408
169	Danvers,	13 36	15,353 00	15,805 00	1,183
144	Northborough,	13 35.1	4,138 91	4,138 91	310
197	Topsfield,	13 32.5	2,000 00	2,132 13	160
217	West Stockbridge,	13 31.2	4,300 00	4,300 00	323
230	Sheffield,	13 28.1	3,450 00	3,705 44	279
160	Mattapoisett,	13 25.3	2,200 00	2,200 00	166
110	Gardner,	13 20.4	18,500 00	18,500 00	1,401
294	Grafton,	13 19.8	12,353 85	12,353 85	936
207	Acushnet,	13 16.3	1,800 00	1,961 30	149
177	Quincy,	13 13.3	57,487 00	57,487 00	4,377
153	Bolton,	13 09.8	1,550 00	1,715 86	131
180	Greenwich,	13 08.9	837 75	837 75	64
345	Woburn,	13 06.5	36,936 29	36,936 29	2,827
200	Ayer,	13 05.2	5,200 00	5,403 69	414
135	Burlington,	13 05.2	1,250 00	1,344 39	103
236	Avon,	13 04.3	3,443 46	3,443 46	264
237	Hubbardston,	13 01.7	2,200 00	2,200 00	169
204	Cottage City,	12 98.3	1,972 18	2,051 39	158
167	Boylston,	12 93.1	1,500 00	1,500 00	116
157	Medway,	12 92.2	6,442 58	6,810 32	527
203	Rehoboth,	12 91.8	3,500 00	3,810 85	295
209	Lee,	12 81.7	9,074 66	9,074 66	708
101	Shelburne,	12 81.4	3,306 00	3,370 22	263
83	Pepperell,	12 81.1	7,700 00	7,700 00	601
192					
128					
					225 00

Showing the Comparative Amount of Money appropriated by the different Towns in the State — Continued.

For 1891-92.	For 1892-93.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
163	193	Orleans,	\$12 80.7	\$2,000 00	\$49 14	\$2,049 14	160	—
146	194	Marlborough,	12 78.2	31,700 00	—	31,700 00	2,480	—
258	195	Royalston,	12 78.2	1,615 70	135 56	1,751 26	137	—
250	196	Middlefield,	12 76.7	800 00	29 89	829 89	65	—
57	197	Lakeville,	12 76.1	1,500 00	210 09	1,710 09	134	—
309	198	Florida,	12 76	1,020 85	—	1,020 85	80	—
162	199	Hopkinton,	12 73.8	8,000 00	—	8,000 00	628	\$50 00
194	200	Hamilton,	12 71.9	1,706 02	176 52	1,882 54	148	—
234	201	West Brookfield,	12 71.1	3,000 00	—	3,000 00	236	—
186	202	Whitman,	12 69.7	10,000 00	640 53	10,640 53	838	—
213	203	Somerset,	12 69.6	3,882 20	282 27	4,164 47	328	—
255	204	Williamstown,	12 65.6	8,467 48	—	8,467 48	669	—
222	205	Spencer,	12 59.3	23,650 00	—	23,650 00	1,878	—
189	206	West Bridgewater,	12 57.1	3,507 52	—	3,507 52	279	—
185	207	Pittsfield,	12 48.8	44,471 58	—	44,471 58	3,561	—
183	208	Norton,	12 44.2	2,435 00	327 18	2,762 18	222	—
149	209	Billerica,	12 41.7	5,513 58	—	5,513 58	444	—
196	210	Beverly,	12 40.9	21,742 07	871 47	22,613 54	1,782	—
210	211	Norfolk,	12 36.1	1,800 00	140 76	1,940 76	157	—
249	212	Hinsdale,	12 32.8	3,600 00	—	3,600 00	202	—
206	213	Carver,	12 31.2	1,650 00	160 00	1,810 00	147	50 00
172	214	Enfield,	12 29	2,200 00	—	2,200 00	179	—
229	215	Maynard,	12 25.2	6,297 55	—	6,297 55	514	—
131	216	Saugus,	12 23.7	8,407 34	—	8,407 34	687	—
190	217	Boxford,	12 23	1,500 00	334 64	1,834 64	150	—
173	218	Westminster,	12 21.3	3,200 00.	—	3,200 00	262	—

SCHOOL RETURNS.

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232	Bellingham,	12 17.5	2,450 00	350 47	2,800 47	230
86	North Reading,	12 17.1	1,850 00	-	1,850 00	152
220	West Boylston,	12 14.5	6,000 00	-	6,000 00	494
221	Athol,	12 12.9	10,900 00	598 66	11,498 66	948
188	Westport,	12 06.6	4,500 00	314 45	4,814 45	399
184	Dracut,	12 05.9	4,131 12	487 75	4,618 87	383
303	Hawley,	12 04.8	1,000 00	-	1,000 00	83
266	Charlton,	12 03.7	3,318 75	304 60	3,623 35	301
282	Longmeadow,	12 01	4,272 58	207 37	4,479 95	373
179	Ashburnham,	11 99.1	4,200 00	248 79	4,448 79	371
235	Scituate,	11 89.9	5,200 00	-	5,200 00	437
198	Lenox,	11 88.5	5,800 00	-	5,800 00	488
246	Duxbury,	11 88.2	3,000 00	279 60	3,279 60	276
248	Oakham,	11 87.6	850 00	159 48	1,009 48	85
242	Adams,	11 78.9	20,336 97	-	20,336 97	1,725
208	Rutland,	11 75.1	1,727 42	-	1,727 42	147
205	Edgartown,	11 72.4	1,700 00	-	1,700 00	145
175	Carlisle,	11 55.4	982 14	-	982 14	85
214	Rockport,	11 54.9	7,807 52	-	7,807 52	676
257	Whately,	11 53.8	1,200 00	-	1,200 00	104
343	Wenham,	11 52.9	1,400 00	156 46	1,556 46	135
219	Mashpee,	11 52.6	700 00	49 21	749 21	65
182	Northfield,	11 52.5	2,800 00	92 86	2,892 86	251
177	Hanson,	11 49.4	2,000 00	-	2,000 00	174
137	Halifax,	11 49.4	1,000 00	-	1,000 00	87
262	Berkley,	11 46.4	1,609 16	121 99	1,731 15	151
267	Palmer,	11 40.1	13,300 00	473 01	13,773 01	1,208
224	Russell,	11 39.8	2,043 28	111 05	2,154 33	189
328	Plympton,	11 39.2	900 00	-	900 00	79
278	Conway,	11 33	2,669 56	106 32	2,775 88	245
260	Franklin,	11 31.5	11,150 00	662 95	11,812 95	1,044
256	Hampden,	11 31.2	1,200 00	134 82	1,334 82	118
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BOARD OF EDUCATION.

Showing the Comparative Amount of Money appropriated by the different Towns in the State—Continued.

For 1891-92.	For 1892-93.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
165	251	Granville, .	\$11 29.9	\$2,000 00	—	\$2,000 00	177	—
139	252	Southwick, .	11 27.7	1,500 00	\$90 12	1,590 12	141	—
126	253	Georgetown, .	11 27.4	4,025 00	—	4,025 00	357	—
243	254	Fall River, .	11 23.6	176,185 72	—	176,185 72	15,680	—
251	255	Truro, .	11 20.2	1,700 00	70 00	1,770 00	158	—
215	256	Oxford, .	11 18.5	5,000 00	—	5,000 00	447	—
263	257	Stoughton, .	11 17.9	10,173 02	—	10,173 02	910	—
238	258	Douglas, .	11 17.2	4,256 59	—	4,256 59	381	\$45 00
288	259	Nantucket, .	11 15.6	5,211 51	311 00	5,522 51	495	—
211	260	Rochester, .	11 11.7	1,600 00	178 85	1,778 85	160	—
279	261	Dartmouth, .	11 07.4	5,000 00	293 50	5,293 50	478	—
244	262	Shirley, .	11 06.4	2,300 00	134 14	2,434 14	220	—
245	263	Clinton, .	11 06.2	22,478 63	—	22,478 63	2,032	—
227	264	Wilbraham, .	11 05.2	2,500 00	252 02	2,752 02	249	—
289	265	Rowley, .	11 05.2	2,100 00	—	2,100 00	190	—
273	266	Montague, .	11 04.6	12,681 73	—	12,681 73	1,148	—
254	267	Provincetown, .	11 00.2	9,000 00	—	9,000 00	818	—
201	268	Tyringham, .	10 99.4	800 00	68 58	868 58	79	—
202	269	Richmond, .	10 96.7	1,667 05	—	1,667 05	152	—
226	270	Newbury, .	10 93.7	2,450 00	—	2,450 00	224	—
270	271	Chilmark, .	10 93.7	350 00	—	350 00	32	—
239	272	Freetown, .	10 86.9	2,000 00	—	2,000 00	184	—
344	273	Shutesbury, .	10 76.5	828 06	33 17	861 23	80	18 15
218	274	Groveland, .	10 68.3	5,341 81	—	5,341 81	500	27 00
277	275	Belchertown, .	10 66.6	4,000 00	—	4,000 00	375	—
216	276	Dunstable, .	10 65.5	650 00	—	650 00	61	—

SCHOOL RETURNS.

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193	277	Stow, .	.	.	10 57.6	1,300 00	149 04	1,449 04	137	-
336	278	Windsor, .	.	.	10 54.6	1,107 35	-	1,107 35	105	-
292	279	Millbury, .	.	.	10 49.4	9,560 35	-	9,560 35	911	-
323	280	Gosnold, .	.	.	10 48.1	60 00	34 33	94 33	9	-
259	281	Pembroke, .	.	.	10 47.6	1,900 00	111 51	2,011 51	192	15 00
275	282	Lunenburg, .	.	.	10 47.1	2,000 00	-	2,000 00	191	-
287	283	Hadley, .	.	.	10 45.9	3,200 00	168 00	3,368 00	322	-
252	284	Westampton, .	.	.	10 39.3	850 00	33 41	883 41	85	-
280	285	Blackstone, .	.	.	10 38.2	9,500 00	-	9,500 00	915	-
223	286	Worthington, .	.	.	10 33.2	1,000 00	177 85	1,177 85	114	-
296	287	North Adams, .	.	.	10 31.2	30,369 07	474 43	30,843 50	2,991	-
231	288	Ludlow, .	.	.	10 30.4	4,400 00	92 78	4,492 78	436	610 00
140	289	Tolland, .	.	.	10 23.4	500 00	62 89	562 89	55	2 50
281	290	Salisbury, .	.	.	10 20.4	2,132 54	112 45	2,244 99	220	-
199	291	Ipswich, .	.	.	10 17.4	8,350 00	379 39	8,729 39	858	-
308	292	Dana, .	.	.	10 12.3	800 00	111 10	911 10	90	-
191	293	Becket, .	.	.	10 10.1	1,300 00	73 80	1,373 80	136	-
264	294	Middleton, .	.	.	9 96.2	1,600 00	73 67	1,673 67	168	-
286	295	Lawrence, .	.	.	9 95.8	89,672 76	-	89,672 76	9,005	-
253	296	Holyoke, .	.	.	9 92	73,501 93	-	73,501 93	7,409	-
271	297	North Brookfield, .	.	.	9 85.3	7,800 00	437 50	8,237 50	836	-
291	298	Chesterfield, .	.	.	9 77.2	900 00	57 66	957 66	98	-
265	299	New Salem, .	.	.	9 74.3	1,200 00	56 88	1,256 88	129	-
311	300	Newburyport, .	.	.	9 71.2	22,844 56	-	22,844 56	2,352	-
313	301	Otis, .	.	.	9 67.7	900 00	-	900 00	93	-
300	302	Templeton, .	.	.	9 63.4	5,000 00	260 48	5,260 48	546	-
334	303	Rowe, .	.	.	9 63.3	700 00	23 51	722 51	75	-
299	304	Williamsburg, .	.	.	9 54.2	4,100 00	127 16	4,227 16	443	-
305	305	Warwick, .	.	.	9 45	860 00	-	860 00	91	-
274	306	Sturbridge, .	.	.	9 28.3	3,500 00	-	3,500 00	377	-
240	307	Buckland, .	.	.	9 21.7	2,500 00	99 21	2,599 21	282	-
310	308	Dudley, .	.	.	9 17.3	5,364 06	213 70	5,577 76	608	-

BOARD OF EDUCATION.

Showing the Comparative Amount of Money appropriated by the different Towns in the State — Concluded.

For 1891-92.	For 1892-93.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
335	309	Chester,	\$9 15.2	\$2,000 00	\$114 33	\$2,114 33	231	-
302	310	Brimfield,	9 15	1,400 00	-	1,400 00	153	-
283	311	Agawam,	9 12.7	4,500 00	-	4,500 00	493	-
284	312	Berlin,	9 00.1	1,100 00	70 15	1,170 15	130	-
268	313	New Marlborough,	8 96.4	1,587 80	79 60	1,667 40	186	-
326	314	Erving,	8 91	1,300 00	170 16	1,470 16	165	-
304	315	Heath,	8 78.6	900 00	31 36	931 36	106	-
332	316	Savoy,	8 71	700 00	40 43	740 43	85	-
318	317	Amesbury,	8 63.8	14,019 52	-	14,019 52	1,623	-
31	318	Egremont,	8 62	1,000 00	-	1,000 00	116	-
329	319	Colrain,	8 60.7	2,600 00	68 44	2,668 44	310	-
337	320	Hancock,	8 60.2	800 00	-	800 00	93	-
297	321	Seekonk,	8 53.2	2,000 00	218 46	2,218 46	260	-
307	322	Lanesborough,	8 41.1	1,800 00	-	1,800 00	214	-
319	323	Washington,	8 41.1	750 00	49 12	799 12	95	-
316	324	Hardwick,	8 36.5	4,000 00	300 00	4,300 00	514	-
315	325	Southampton,	8 28.5	1,450 00	-	1,450 00	175	-
301	326	Hatfield,	8 23.2	1,950 00	91 67	2,041 67	248	-
314	327	Ware,	8 19.8	13,806 99	-	13,806 99	1,684	-
347	328	Wales,	8 19.1	1,122 02	57 49	1,179 51	144	-
285	329	Peru,	8 10 8	300 00	-	300 00	37	-
298	330	Huntington,	7 96.3	2,000 00	158 10	2,158 10	271	-
317	331	Southbridge,	7 90.6	13,448 17	-	13,448 17	1,701	-
322	332	Monterey,	7 74.4	700 00	113 20	813 20	105	-
312	333	Alford,	7 73.8	300 85	24 15	325 00	42	-
321	334	Chicopee,	7 58.3	22,036 89	-	22,036 89	2,906	-

SCHOOL RETURNS.

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331	Winchendon,	.	.	5,817 82	-	5,817 82	769	-
327	Wendell,	.	.	722 42	26 16	748 58	99	\$4 00
325	Sutton,	.	.	5,200 00	-	5,200 00	690	-
341	Auburn,	.	.	2,200 00	-	2,200 00	300	20 00
269	Pelham,	.	.	658 58	-	658 58	92	-
333	Goshen,	.	.	350 00	-	350 00	51	-
306	Holland,	.	.	200 00	9 57	209 57	31	-
342	Charlemont,	.	.	1,200 00	9 07	1,209 07	179	-
324	Sandisfield,	.	.	1,000 00	69 40	1,069 40	160	-
346	Prescott,	.	.	300 00	-	300 00	48	-
338	Plainfield,	.	.	450 00	36 67	486 67	79	-
330	Webster,	.	.	8,000 00	470 46	8,470 46	1,426	-
342	Leverett,	.	.	697 00	65 00	762 00	132	-
320	Clarksburg,	.	.	1,063 83	-	1,063 83	200	-
259	New Ashford,	.	.	66 00	19 48	85 48	22	-
351	Cummington,	.	.	500 00	56 54	556 54	150	-
349	Mount Washington,	.	.	75 00	11 50	86 50	24	-
350	Gay Head,	.	.	63 00	-	63 00	21	-

GRADUATED TABLES — (COUNTY TABLES) — FIRST SERIES.

Table showing the Comparative Amount of Money appropriated by the different Towns in each of the Counties in the State for the Education of each Child in the Town between the Ages of 5 and 15 Years.

BARNSTABLE COUNTY.

		TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
For 1891-92.	For 1892-93.							
6	1	SANDWICH,	\$24 93	\$5,261 64	\$247 98	\$5,509 62	221	—
3	2	Barnstable, .	22 18.7	12,500 00	546 50	13,046 50	588	\$130 00
5	3	Bourne, .	22 04.1	4,970 80	253 14	5,223 94	237	—
4	4	Falmouth, .	20 71.9	7,500 00	332 13	7,832 13	378	—
2	5	Wellfleet, .	19 36	3,100 00	75 09	3,175 09	164	—
1	6	Yarmouth, .	17 52.9	4,200 00	200 00	4,400 00	251	—
12	7	Chatham, .	15 40.3	4,115 00	120 97	4,235 97	275	—
9	8	Dennis, .	15 35.3	6,500 00	194 00	6,694 00	436	—
7	9	Eastham, .	15 25.2	900 00	45 65	945 65	62	—
10	10	Brewster, .	14 80.3	1,949 82	78 28	2,028 10	137	—
8	11	Harwich, .	13 38.4	5,300 00	160 68	5,460 68	408	—
11	12	Orleans, .	12 80.7	2,000 00	49 14	2,049 14	160	—
13	13	Mashpee, .	11 52.6	700 00	49 21	749 21	65	—
14	14	Truro, .	11 20.2	1,700 00	70 00	1,770 00	158	—
15	15	Provincetown, .	11 00.2	9,000 00	—	9,000 00	818	—

BERKSHIRE COUNTY.

		TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
For 1891-92.	For 1892-93.							
3	1	GREAT BARRINGTON,	\$18 43.1	\$11,570 00	\$613 00	\$12,183 00	661	—
1	2	Stockbridge, .	17 85.7	6,500 00	—	6,500 00	364	\$100 00

SCHOOL RETURNS.

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5	5	Dalton,	14 88	7,500 00	-	7,500 00	504
8	4	Cheshire,	13 57.4	3,000 00	-	3,000 00	221
13	5	West Stockbridge,	13 31.2	4,300 00	-	4,300 00	323
6	6	Sheffield,	13 28.1	3,450 00	255 44	3,705 44	279
4	7	Lee,	12 81.7	9,074 66	-	9,074 66	708
22	8	Florida,	12 76	1,020 85	-	1,020 85	80
16	9	Williamstown,	12 65.6	8,467 48	-	8,467 48	669
7	10	Pittsfield,	12 48.8	44,471 58	-	44,471 58	3,561
15	11	Hinsdale,	12 32.8	3,600 00	-	3,600 00	292
14	12	Lenox,	11 88.5	5,800 00	-	5,800 00	488
12	13	Adams,	11 78.9	20,336 97	-	20,336 97	1,725
10	14	Tyringham,	10 99.4	800 00	68 58	868 58	79
11	15	Richmond,	10 96.7	1,667 05	-	1,667 05	152
30	16	Windsor,	10 54.6	1,107 35	-	1,107 35	105
20	17	North Adams,	10 31.2	30,369 07	474 43	30,843 50	2,991
9	18	Becket,	10 10.1	1,300 00	73 80	1,373 80	136
24	19	Otis,	9 67.7	900 00	-	900 00	93
17	20	New Marlborough,	8 96.4	1,587 80	79 60	1,667 40	186
29	21	Savoy,	8 71	700 00	40 43	740 43	85
2	22	Egremont,	8 62	1,000 00	-	1,000 00	116
31	23	Hancock,	8 60.2	800 00	-	800 00	93
21	24	Lanesborough,	8 41.1	1,800 00	-	1,800 00	214
25	25	Washington,	8 41.1	750 00	49 12	799 12	95
18	26	Peru,	8 10.8	300 00	-	300 00	37
27	27	Monterey,	7 74.4	700 00	113 20	813 20	105
23	28	Alford,	7 73.8	300 85	24 15	325 00	42
28	29	Sandisfield,	6 68.3	1,000 00	69 40	1,069 40	160
26	30	Clarksburg,	5 31.9	1,063 83	-	1,063 83	200
19	31	New Ashford,	3 88.5	66 00	19 48	85 48	22
32	32	Mount Washington,	3 60.4	75 00	11 50	86 50	24

BOARD OF EDUCATION.

BRISTOL COUNTY.

For 1891-92.	For 1892-93.	TOWNS.	Sum appropriated by town for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
4	1	NORTH ATTLEBOROUGH, .	\$16 48.6	\$18,610 74	\$893 32	\$19,504 06	1,183	-
7	2	Easton, .	15 88	11,000 00	1,371 04	12,371 04	779	-
1	3	Raynham, .	15 69.1	3,000 00	263 84	3,263 84	208	-
3	4	Taunton, .	15 41.6	67,967 21	1,082 13	69,049 34	4,479	-
6	5	Fairhaven, .	15 23.9	6,434 07	316 98	6,751 05	443	-
5	6	Swansea, .	15 10.2	3,503 88	-	3,503 88	232	-
2	7	Mansfield, .	14 96.4	9,027 42	459 89	9,487 31	634	-
10	8	Dighton, .	14 28	3,500 00	212 85	3,712 85	260	-
8	9	Attleborough, .	13 98.8	17,000 00	793 65	17,793 65	1,272	\$125 00
9	10	New Bedford, .	13 64.8	116,238 00	1,206 40	117,444 40	8,605	-
11	11	Acushnet, .	13 16.3	1,800 00	161 30	1,961 30	149	-
14	12	Rehoboth, .	12 91.8	3,500 00	310 85	3,810 85	295	225 00
15	13	Somerset, .	12 69.6	3,882 20	282 27	4,164 47	328	-
12	14	Norton, .	12 44.2	2,435 00	327 18	2,762 18	222	-
13	15	Westport, .	12 06.6	4,500 00	314 45	4,814 45	399	-
18	16	Berkley, .	11 46.4	1,609 16	121 99	1,731 15	151	-
17	17	Fall River, .	11 23.6	176,185 72	-	176,185 72	15,680	-
19	18	Dartmouth, .	11 07.4	5,000 00	293 50	5,293 50	478	-
16	19	Freetown, .	10 86.9	2,000 00	-	2,000 00	184	18 15
20	20	Seekonk, .	8 53.2	2,000 00	218 46	2,218 46	260	-

DUKES COUNTY.

-	1	WEST TISBURY, .	\$17 34.4	\$1,044 11	\$13 88	\$1,057 99	61	-
1	2	Tisbury, .	13 78.7	1,550 00	90 70	1,640 70	119	-

SCHOOL RETURNS.

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ESSEX COUNTY.									
2	3	Cottage City,	.	.	12 98.3	1,972 18	79 21	2,051 39	158
3	4	Edgartown,	.	.	11 72.4	1,700 00	-	1,700 00	145
4	5	Chilmark,	.	.	10 93.7	350 00	-	350 00	32
5	6	Gosnold,	.	.	10 48.1	60 00	34 33	94 33	9
6	7	Gay Head,	.	.	3 00	63 00	-	63 00	21
1	1	NAHANT,	.	.	\$42 17.1	\$4,090 62	-	\$4,090 62	97
3	2	Manchester,	.	.	24 92.2	5,009 39	-	5,009 39	201
2	3	Swampscott,	.	.	19 18.1	8,881 00	-	8,881 00	463
4	4	Peabody,	.	.	18 42.2	32,000 00	\$644 56	32,644 56	1,772
27	5	Merrimac,	.	.	17 10.1	7,087 17	180 84	7,268 01	425
6	6	North Andover,	.	.	17 09.3	11,538 00	-	11,538 00	675
7	7	Lynn,	.	.	16 71.3	147,233 40	-	147,233 40	8,869
10	8	Salem,	.	.	16 60.4	82,508 04	2,507 49	85,015 53	5,120
11	9	Essex,	.	.	16 20.3	3,500 00	113 41	3,613 41	223
9	10	Gloucester,	.	.	16 19.7	58,909 35	-	58,909 35	3,637
30	11	Lynnfield,	.	.	15 48.3	1,383 80	87 11	1,470 91	95
14	12	Haverhill,	.	.	15 05.9	69,739 61	-	69,739 61	4,631
16	13	Bradford,	.	.	14 87.7	9,700 00	-	9,700 00	652
5	14	Andover,	.	.	14 83.6	14,999 98	-	14,999 98	1,011
20	15	West Newbury,	.	.	14 72.6	3,474 01	472 60	3,946 61	268
8	16	Marblehead,	.	.	14 40	15,731 23	340 18	16,071 41	1,116
17	17	Methuen,	.	.	13 55.9	12,211 79	452 64	12,664 43	934
15	18	Danvers,	.	.	13 36	15,353 00	452 00	15,805 00	1,183
23	19	Topsfield,	.	.	13 32.5	2,000 00	132 13	2,132 13	160
19	20	Hamilton,	.	.	12 71.9	1,706 02	176 52	1,882 54	148
21	21	Beverly,	.	.	12 40.9	21,742 07	371 47	22,113 54	1,782
13	22	Saugus,	.	.	12 23.7	8,407 34	-	8,407 34	687
18	23	Boxford,	.	.	12 23	1,500 00	334 64	1,834 64	150
28	24	Rockport,	.	.	11 54.9	7,807 52	-	7,807 52	676
									\$14 00

ESSEX COUNTY — CONCLUDED.

For 1891-92.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
25	Wenham,	\$11 52.9	\$1,400 00	\$156 46	\$1,556 46	135	—
26	Georgetown,	11 27.4	4,025 00	—	4,025 00	357	—
33	Rowley,	11 05.2	2,100 00	—	2,100 00	190	—
26	Newbury,	10 93.7	2,450 00	—	2,450 00	224	—
24	Groveland,	10 68.3	5,341 81	—	5,341 81	500	—
31	Salisbury,	10 20.4	2,132 54	112 45	2,244 99	220	—
22	Ipswich,	10 17.4	8,350 00	379 39	8,729 39	858	—
29	Middleton,	9 96.2	1,600 00	73 67	1,673 67	168	—
32	Lawrence,	9 95.8	89,672 76	—	89,672 76	9,005	—
34	Newburyport,	9 71.2	22,844 56	—	22,844 56	2,352	—
35	Amesbury,	8 63.8	14,019 52	—	14,019 52	1,623	—

FRANKLIN COUNTY.

For 1891-92.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
2	BERNHARTON,	\$22 19.6	\$2,050 00	\$103 10	\$2,153 10	97	—
3	Ashfield,	18 10.8	1,800 00	119 55	1,919 55	106	—
7	Orange,	16 24.8	13,600 00	—	13,600 00	837	—
15	Leyden,	15 42.1	650 00	275 26	925 26	60	—
5	Greenfield,	14 84.9	13,928 66	—	13,928 66	938	—
26	Monroe,	14 61.1	554 14	15 69	569 83	39	—
11	Deerfield,	14 27.9	5,900 00	154 67	6,054 67	424	—
1	Sunderland,	13 90.6	1,223 75	—	1,223 75	88	—
8	Gill,	13 51.3	1,500 00	—	1,500 00	111	—
4	Shelburne,	12 81.4	3,306 00	64 22	3,370 22	263	—

SCHOOL RETURNS.

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13	11	Hawley,	12 04.8	1,000 00	-	1,000 00	83
24	12	Whately,	11 53.8	1,200 00	-	1,200 00	104
6	13	Northfield,	11 52.5	2,800 00	92 86	2,892 86	251
10	14	Conway,	11 33	2,669 56	106 32	2,775 88	245
14	15	Montague,	11 04.6	12,681 73	-	12,681 73	1,148
25	16	Shutesbury,	10 76.5	828 06	33 17	861 23	80
12	17	New Salem,	9 74.3	1,200 00	56 88	1,256 88	129
21	18	Rowe,	9 63.3	700 00	22 51	722 51	75
17	19	Warwick,	9 45	860 00	-	860 00	91
9	20	Buckland,	9 21.7	2,500 00	99 21	2,599 21	282
18	21	Erving,	8 91	1,300 00	170 16	1,470 16	165
16	22	Heath,	8 78.6	900 00	31 36	931 36	106
20	23	Colrain,	8 60.7	2,600 00	68 44	2,668 44	310
19	24	Wendell,	7 56.1	722 42	26 16	748 58	99
22	25	Charlemont,	6 75.4	1,200 00	9 07	1,209 07	179
23	26	Leverett,	5 77.2	697 00	65 00	762 00	132

HAMPDEN COUNTY.

1	1	SPRINGFIELD,	\$18 53.2	\$135,623 10	-	\$135,623 10	7,318
10	2	Blandford,	17 39.4	2,000 00	\$522 18	2,522 18	145
2	3	Montgomery,	16 15.1	500 00	49 14	549 14	34
14	4	Monson,	14 55.7	7,401 38	401 35	7,802 73	536
3	5	Westfield,	14 52	24,727 89	-	24,727 89	1,703
6	6	West Springfield,	14 21.6	13,465 37	225 05	13,690 42	963
8	7	Longmeadow,	12 01	4,272 58	207 37	4,479 95	373
9	8	Palmer,	11 40.1	13,300 00	473 01	13,773 01	1,208
20	9	Russell,	11 39.8	2,043 28	111 05	2,154 33	189
16	10	Hampden,	11 31.2	1,200 00	134 82	1,334 82	118
7	11	Granville,	11 29.9	2,000 00	-	2,000 00	177
4	12	Southwick,	11 27.7	1,500 00	90 12	1,590 12	141

\$60 00

BOARD OF EDUCATION.

HAMPDEN COUNTY — CONCLUDED.

		TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the sup- port of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contrib- uted for board and fuel.
For 1891-92.	For 1892-93.							
11	13	Wilbraham,	\$11 05.2	\$2,500 00	\$252 02	\$2,752 02	249	-
12	14	Ludlow,	10 30.4	4,400 00	92 78	4,492 78	436	\$610 00
5	15	Tolland,	10 23.4	500 00	62 89	562 89	55	2 50
13	16	Holyoke,	9 92	73,501 93	-	73,501 93	7,409	-
21	17	Chester,	9 15.2	2,000 00	114 33	2,114 33	231	-
17	18	Brimfield,	9 15	1,400 00	-	1,400 00	153	-
15	19	Agawam,	9 12.7	4,500 00	-	4,500 00	493	-
22	20	Wales,	8 19.1	1,122 02	57 49	1,179 51	144	-
19	21	Chicopee,	7 58.3	22,036 89	-	22,036 89	2,906	-
18	22	Holland,	6 76	200 00	9 57	209 57	31	-

HAMPSHIRE COUNTY.

For 1891-92.	For 1892-93.							
2	1	EASTHAMPTON,	\$17 48.3	\$11,755 45	\$220 74	\$11,976 19	685	-
6	2	Amherst,	15 93.8	8,870 46	278 03	9,148 49	574	-
1	3	Granby,	14 51.1	1,677 00	64 41	1,741 41	120	-
4	4	South Hadley,	13 84.2	9,350 00	284 25	9,634 25	696	-
3	5	Northampton,	13 61.3	34,958 60	966 29	35,924 89	2,639	-
21	6	Greenwich,	13 08.9	837 75	-	837 75	64	-
8	7	Middlefield,	12 76.7	800 00	29 89	829 89	65	-
5	8	Enfield,	12 29	2,200 00	-	2,200 00	179	-
11	9	Belchertown,	10 66.6	4,000 00	-	4,000 00	375	-
12	10	Hadley,	10 45.9	3,200 00	168 00	3,368 00	322	-

SCHOOL RETURNS.

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9	Westhampton,	10 39.3	850 00	33 41	883 41	85
7	Worthington,	10 33.2	1,000 00	177 85	1,177 85	114
13	Chesterfield,	9 77.2	900 00	57 66	957 66	98
15	Williamsburg,	9 54.2	4,100 00	127 16	4,227 16	443
18	Southampton,	8 28.5	1,450 00	-	1,450 00	175
16	Hatfield,	8 23.2	1,950 00	91 67	2,041 67	248
17	Ware,	8 19.8	13,806 99	-	13,806 99	1,684
14	Huntington,	7 96.3	2,000 00	158 10	2,158 10	271
10	Pelham,	7 15.8	658 58	-	658 58	92
19	Goshen,	6 86.2	350 00	-	350 00	51
22	Prescott,	6 25	300 00	-	300 00	48
20	Plainfield,	6 16	450 00	36 67	486 67	79
23	Cummington,	3 71	500 00	56 54	556 54	150
						\$20 00

MIDDLESEX COUNTY.

1	WESTON,	\$42 52.8	\$7,400 00	-	\$7,400 00	174
3	Lexington,	25 82.6	11,157 00	-	11,157 00	432
2	Newton,	25 67.5	114,786 24	\$2,548 98	117,335 22	4,570
17	Lincoln,	23 16.8	3,289 91	-	3,289 91	142
7	Arlington,	22 27.6	21,007 17	-	21,007 17	943
4	Concord,	21 53.9	13,850 00	-	13,850 00	643
25	Melrose,	21 40.3	33,090 42	-	33,090 42	1,546
5	Medford,	21 33.7	41,587 73	-	41,587 73	1,949
10	Littleton,	21 24.3	3,338 23	145 73	3,483 96	164
9	Belmont,	21 01.6	8,406 61	-	8,406 61	400
14	Cambridge,	19 49.7	242,765 93	-	242,765 93	12,451
11	Winchester,	19 43	19,119 48	-	19,119 48	984
30	Sudbury,	19 15.8	3,400 00	163 39	3,563 39	186
8	Groton,	18 78.7	6,200 00	-	6,200 00	330
6	Waltham,	18 25.7	54,444 70	-	54,444 70	2,982
						\$48 00

BOARD OF EDUCATION.

MIDDLESEX COUNTY — CONCLUDED.

For 1891-92	For 1892-93.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
31	16	Natick,	\$17 87.2	\$25,306 98	—	\$25,306 98	1,416	—
28	17	Wayland,	17 65.2	5,700 00	\$160 63	5,860 63	332	—
13	18	Somerville,	17 34.1	124,701 41	—	124,701 41	7,191	—
12	19	Sherborn,	17 26.8	2,525 00	99 81	2,624 81	152	—
20	20	Malden,	17 01.4	71,544 88	—	71,544 88	4,205	—
15	21	Acton,	16 66.6	4,400 00	—	4,400 00	264	—
21	22	Watertown,	16 60.4	21,684 97	—	21,684 97	1,306	—
22	23	Framingham,	16 56.9	26,500 00	1,088 31	27,588 31	1,665	—
18	24	Reading,	16 51.6	11,000 00	—	11,000 00	666	—
32	25	Tyngsborough,	16 21.6	1,200 00	—	1,200 00	74	—
27	26	Stoneham,	16 21.3	14,900 00	—	14,900 00	919	—
43	27	Ashland,	15 92	6,400 00	—	6,400 00	402	—
26	28	Lowell,	15 75.2	197,729 44	—	197,729 44	12,552	—
45	29	Wilmington,	15 68.7	3,344 71	138 00	3,482 71	222	—
29	30	Boxborough,	15 38.4	800 00	—	800 00	52	—
16	31	Bedford,	14 98.8	2,293 29	—	2,293 29	153	—
35	32	Ashby,	14 91.2	1,700 00	—	1,700 00	114	—
33	33	Tewksbury,	14 70.5	4,500 00	—	4,500 00	306	—
44	34	Holliston,	14 65.5	6,800 00	—	6,800 00	464	—
19	35	Townsend,	14 34.4	3,500 00	—	3,500 00	244	—
46	36	Hudson,	14 17.7	11,000 00	356 27	11,356 27	801	—
41	37	Everett,	14 04	35,676 22	—	35,676 22	2,541	—
40	38	Westford,	13 52.1	4,800 00	—	4,800 00	355	—
37	39	Chelmsford,	13 43.5	6,000 00	381 98	6,381 98	475	—
23	40	Wakefield,	13 41.7	21,200 00	—	21,200 00	1,580	—
48	41	Woburn,	13 06.5	36,936 29	—	36,936 29	2,827	—

NANTUCKET COUNTY.

36	42	Ayer, .	.	.	13 05.2	5,200 00	203 69	5,403 69	414	-
52	43	Burlington, .	.	.	13 05.2	1,250 00	94 39	1,344 39	103	-
34	44	Pepperell, .	.	.	12 81.1	7,700 00	-	7,700 00	601	-
38	45	Marlborough, .	.	.	12 78.2	31,700 00	-	31,700 00	2,480	-
42	46	Hopkinton, .	.	.	12 73.8	8,000 00	-	8,000 00	628	\$50 00
39	47	BillERICA, .	.	.	12 41.7	5,513 58	-	5,513 58	444	-
51	48	Maynard, .	.	.	12 25.2	6,297 55	-	6,297 55	514	-
24	49	North Reading, .	.	.	12 17.1	1,850 00	-	1,850 00	152	-
54	50	Dracut, .	.	.	12 05.9	4,131 12	487 75	4,618 87	383	-
49	51	Carlisle, .	.	.	11 55.4	982 14	-	982 14	85	-
53	52	Shirley, .	.	.	11 06.4	2,300 00	134 14	2,434 14	220	-
50	53	Dunstable, .	.	.	10 65.5	650 00	-	650 00	61	-
47	54	Stow, .	.	.	10 57.6	1,300 00	149 04	1,449 04	137	-

NORFOLK COUNTY.

		NANTUCKET, .	.	.	\$11 15.6	\$5,211 51	\$311 00	\$5,522 51	495	-
1	1	BROOKLINE, .	.	.	\$40 75.4	\$87,867 64	-	\$87,867 64	2,156	-
2	2	Milton, .	.	.	29 19.3	21,866 13	-	21,866 13	749	\$250 00
3	3	Dedham, .	.	.	24 11.5	28,384 17	-	28,384 17	1,177	-
4	4	Wellesley, .	.	.	23 87.3	12,324 45	\$90 00	12,414 45	520	-
5	5	Cohasset, .	.	.	23 77.7	8,796 26	239 07	9,035 33	380	-
7	6	Walpole, .	.	.	22 05.4	8,000 00	424 80	8,424 80	382	-
6	7	Dover, .	.	.	21 85.7	1,925 00	173 33	2,098 33	96	-
8	8	Needham, .	.	.	21 84.8	10,400 00	-	10,400 00	476	-

BOARD OF EDUCATION.

NORFOLK COUNTY — CONCLUDED.

For 1891-92.	TOWNS.	Sum appropriated by town for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
For 1892-93.							
14	Randolph, . .	\$19 01.1	\$10,518 49	\$508 00	\$11,026 49	580	-
20	Sharon, . .	18 79.5	3,700 00	153 00	3,853 00	205	-
12	Norwood, . .	18 53.1	14,158 11	-	14,158 11	764	-
9	Weymouth, . .	18 46.4	31,429 89	808 89	32,238 78	1,746	-
11	Wrentham, . .	17 99.2	7,700 00	450 43	8,150 43	453	-
15	Canton, . .	16 60.1	11,820 00	647 61	12,467 61	751	\$400 00
13	Hyde Park, . .	16 37.5	31,505 68	-	31,505 68	1,924	-
18	Braintree, . .	16 30.5	12,791 39	774 41	13,565 80	832	-
10	Medfield, . .	15 68.6	3,200 00	-	3,200 00	204	-
16	Holbrook, . .	15 16.7	6,208 04	268 64	6,476 68	427	-
19	Millis, . .	15 14.4	2,332 31	-	2,332 31	154	-
17	Foxborough, . .	14 65	6,250 00	503 78	6,753 78	461	-
21	Quincy, . .	13 13.3	57,487 00	-	57,487 00	4,377	-
25	Avon, . .	13 04.3	3,443 46	-	3,443 46	264	-
22	Medway, . .	12 92.2	6,442 58	367 74	6,810 32	527	-
23	Norfolk, . .	12 36.1	1,800 00	140 76	1,940 76	157	-
24	Bellingham, . .	12 17.5	2,450 00	350 47	2,800 47	230	-
26	Franklin, . .	11 31.5	11,150 00	662 95	11,812 95	1,044	-
27	Stoughton, . .	11 17.9	10,173 02	-	10,173 02	910	45 00

PLYMOUTH COUNTY.

1	HULL, . .	\$23 69.6	\$2,440 75	-	\$2,440 75	103	-
4	Hingham, . .	21 82.6	12,152 25	\$660 00	12,812 25	587	-
3	Bridgewater, . .	20 57.4	9,600 00	419 58	10,019 58	487	-

SCHOOL RETURNS.

CV

2	Kingston,	18 41.7	4,400 00	204 31	4,604 31	250	\$150 00
13	Norwell,	16 40.4	3,200 00	294 13	3,494 13	213	-
11	Brockton,	16 15.7	76,196 06	1,168 17	77,364 23	4,788	-
16	Rockland,	16 10.9	13,500 00	-	13,500 00	838	-
7	Plymouth,	15 73.3	21,744 38	-	21,744 38	1,382	-
6	Abington,	15 66.9	11,000 00	-	11,000 00	702	-
8	Marion,	15 31.2	2,200 00	142 76	2,342 76	153	-
9	East Bridgewater,	14 59.4	6,000 00	465 44	6,465 44	443	-
12	Marshfield,	14 55.3	3,100 00	-	3,100 00	213	-
23	Hanover,	14 51.6	4,197 57	229 93	4,427 50	305	-
17	Wareham,	14 45.6	6,700 00	455 75	7,155 75	495	-
15	Middleborough,	13 78.7	12,781 37	-	12,781 37	927	-
10	Mattapoisett,	13 25.3	2,200 00	-	2,200 00	166	-
5	Lakeville,	12 76.1	1,500 00	210 09	1,710 09	134	-
18	Whitman,	12 69.7	10,000 00	640 53	10,640 53	838	-
19	West Bridgewater,	12 57.1	3,507 52	-	3,507 52	279	-
21	Carver,	12 31.2	1,650 00	160 00	1,810 00	147	50 00
20	Scituate,	11 89.9	5,200 00	-	5,200 00	437	-
24	Duxbury,	11 88.2	3,000 00	279 60	3,279 60	276	-
14	Hanson,	11 49.4	2,000 00	-	2,000 00	174	-
26	Halifax,	11 49.4	1,000 00	-	1,000 00	87	-
27	Plympton,	11 39.2	900 00	-	900 00	79	-
22	Rochester,	11 11.7	1,600 00	178 85	1,778 85	160	-
25	Pembroke,	10 47.6	1,900 00	111 51	2,011 51	192	15 00

SUFFOLK COUNTY.

1	BOSTON,	\$22 84.2	\$1,613,386 87	\$58,114 48	\$1,671,501 35	73,176	-
4	Winthrop,	17 86.6	7,500 00	450 60	7,950 60	445	-
2	Revere,	15 85	20,051 00	-	20,051 00	1,265	-
3	Chelsea,	14 44.7	68,814 21	-	68,814 21	4,763	-

BOARD OF EDUCATION.

WORCESTER COUNTY.

For 1891-92.	For 1892-93.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	HOPEMALE,	\$22 69.8	\$4,403 48	-	\$4,403 48	194	-
3	2	Sterling,	20 74.7	3,817 45	-	3,817 45	184	-
4	3	Harvard,	20 35.7	2,850 00	-	2,850 00	140	-
19	4	Princeton,	19 86	2,500 00	\$101 68	2,601 68	131	\$7 20
2	5	Lancaster,	19 46.1	6,500 00	-	6,500 00	334	-
5	6	Leominster,	18 76.8	19,500 00	-	19,500 00	1,039	-
16	7	Westborough,	17 82.8	12,230 29	-	12,230 29	686	-
13	8	Upton,	17 71.8	4,553 56	-	4,553 56	257	-
8	9	Worcester,	17 27.5	272,785 89	-	272,785 89	15,790	57 00
12	10	Petersham,	17 01.6	2,341 93	176 49	2,518 42	148	-
23	11	Milford,	16 52.7	20,963 92	406 77	21,370 69	1,293	-
9	12	Shrewsbury,	16 26	4,000 00	-	4,000 00	246	-
7	13	Northbridge,	16 01.5	12,505 89	402 29	12,908 18	806	-
17	14	Holden,	15 04.2	6,820 96	293 94	7,114 90	473	-
14	15	Uxbridge,	14 81.4	8,000 00	-	8,000 00	540	150 00
6	16	New Braintree,	14 57.2	1,603 00	-	1,603 00	110	-
10	17	Southborough,	14 55.1	5,000 00	383 92	5,383 92	370	-
40	18	Phillipston,	14 49	1,050 00	80 27	1,130 27	78	-
21	19	Fitchburg,	14 44.3	61,210 71	-	61,210 71	4,238	-
11	20	Barre,	14 23.3	5,097 16	297 16	5,394 32	379	-
27	21	Mendon,	14 19.9	1,660 00	171 70	1,831 70	129	50 00
58	22	Paxton,	13 98.4	811 11	-	811 11	58	-
18	23	Brookfield,	13 79.1	7,000 00	282 00	7,282 00	528	-
15	24	Leicester,	13 69.8	7,200 00	402 42	7,602 42	555	-
20	25	Warren,	13 41.8	12,398 93	-	12,398 93	924	-
29	26	Northborough,	13 35.1	4,138 91	-	4,138 91	310	-

SCHOOL RETURNS.

cvii

49	27	Gardner, .	13	20.4	18,500	00	18,500	00	1,401
31	28	Grafton, .	13	19.8	12,353	85	12,353	85	936
26	29	Bolton, .	13	09.8	1,550	00	1,550	00	131
25	30	Hubbardston, .	13	01.7	2,200	00	2,200	00	169
22	31	Boylston, .	12	93.1	1,500	00	1,500	00	116
41	32	Royalston, .	12	78.2	1,615	70	1,751	26	137
35	33	West Brookfield, .	12	71.1	3,000	00	3,000	00	236
33	34	Spencer, .	12	59.3	23,650	00	23,650	00	1,878
24	35	Westminster, .	12	21.3	3,200	00	3,200	00	262
34	36	West Boylston, .	12	14.5	6,000	00	6,000	00	494
28	37	Athol, .	12	12.9	10,900	00	11,498	66	948
46	38	Charlton, .	12	03.7	3,318	75	3,623	35	301
36	39	Ashburnham, .	11	99.1	4,200	00	4,448	79	371
38	40	Oakham, .	11	87.6	850	00	1,009	48	85
30	41	Rutland, .	11	75.1	1,727	42	1,727	42	147
32	42	Oxford, .	11	18.5	5,000	00	5,000	00	447
37	43	Douglas, .	11	17.2	4,256	59	4,256	59	381
39	44	Clinton, .	11	06.2	22,478	63	22,478	63	2,032
48	45	Millbury, .	10	49.4	9,560	35	9,560	35	911
44	46	Lunenburg, .	10	47.1	2,000	00	2,000	00	191
45	47	Blackstone, .	10	38.2	9,500	00	9,500	00	915
51	48	Dana, .	10	12.3	800	00	911	10	90
42	49	North Brookfield, .	9	85.3	7,800	00	8,237	50	836
50	50	Templeton, .	9	63.4	5,000	00	5,260	48	546
43	51	Starbridge, .	9	28.3	3,500	00	3,500	00	377
52	52	Dudley, .	9	17.3	5,364	06	5,577	76	608
47	53	Berlin, .	9	00.1	1,100	00	1,170	15	130
53	54	Hardwick, .	8	36.5	4,000	00	4,300	00	514
54	55	Southbridge, .	7	90.6	13,448	17	13,448	17	1,701
57	56	Winchendon, .	7	56.5	5,817	82	5,817	82	769
55	57	Sutton, .	7	53.6	5,200	00	5,200	00	690
59	58	Auburn, .	7	33.3	2,200	00	2,200	00	300
56	59	Webster, .	5	94	8,000	00	8,470	46	1,426

GRADUATED TABLES — FIRST SERIES.

Showing the Comparative Amount of Money appropriated by the different Counties in the State for the Education of each Child between the Ages of 5 and 15 Years in the County.

For 1891-92.	COUNTIES.	Sum appropriated by towns for each child between 5 and 15 yrs. of age.	Amount raised by taxes for the support of Schools.	Income of Funds, with Dog Tax, appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
For 1892-93.							
2	Suffolk,	\$22 20.1	\$1,709,752 08	\$58,565 08	\$1,768,317 16	79,649	—
1	Norfolk,	19 16.9	414,123 62	6,563 88	420,687 50	21,946	\$695 00
3	Middlesex,	17 49.4	1,312,861 00	6,152 11	1,319,013 11	75,396	98 00
4	Barnstable,	16 54.8	69,697 26	2,422 77	72,120 03	4,358	130 00
5	Plymouth,	15 43.5	223,669 90	5,620 65	229,290 55	14,855	215 00
6	Worcester,	14 02	700,534 53	6,474 98	707,009 51	50,426	264 20
7	Essex,	13 97.9	700,449 53	6,987 56	707,437 09	50,607	44 00
8	Hampden,	12 91.3	320,194 44	2,803 17	322,997 61	25,012	672 50
9	Bristol,	12 90.8	459,193 40	8,630 10	467,823 50	36,241	368 15
10	Dukes,	12 76.5	6,739 29	218 12	6,957 41	545	—
13	Franklin,	12 40	78,371 32	1,513 63	79,884 95	6,442	131 00
11	Berkshire,	11 96.9	175,378 49	1,892 13	177,270 62	14,810	100 00
12	Hampshire,	11 74.4	105,964 83	2,750 67	108,715 50	9,257	20 00
14	Nantucket,	11 15.6	5,211 51	311 00	5,522 51	495	—
AGGREGATE FOR THE STATE.							
STATE, . . . . .	. . . . .	\$16 39	\$6,282,141 20	\$110,905 85	\$6,393,047 05	390,039	\$2,737 85

GRADUATED TABLES — FIRST SERIES.

Showing the Comparative Amount of Money, including Voluntary Contributions, appropriated by the different Counties in the State for the Education of each Child between the Ages of 5 and 15 Years in the County.

For 1891-92.	For 1892-93.	COUNTIES.	TOTALS.
2	1	Suffolk,	\$22 20.1
1	2	Norfolk,	19 20
3	3	Middlesex,	17 49.5
4	4	Barnstable,	16 57.8
5	5	Plymouth,	15 44.9
8	6	Worcester,	14 02.5
6	7	Essex,	13 97.9
7	8	Hampden,	12 94
9	9	Bristol,	12 91.8
10	10	Dukes,	12 76.5
13	11	Franklin,	12 42
11	12	Berkshire,	11 97.6
12	13	Hampshire,	11 74.6
14	14	Nantucket,	11 15.6
STATE,			\$16 39.7

GRADUATED TABLES — SECOND SERIES.

The next Table exhibits the appropriation of the cities and towns, as compared with their respective valuation in 1892.

The first column shows the rank of the cities and towns in a similar Table for 1891-92, according to their valuation in 1891.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1892-93, according to their valuation in 1892.

The third consists of the names of the cities and towns, as numerically arranged.

The fourth shows the percentage of taxable property appropriated to the support of the public schools. The result is equivalent in value to mills and hundredths of mills. The decimals are carried to three figures, in order to indicate more perfectly the distinction between the different towns. The first figure (mills) expresses the principal value, and is separated from the last two figures by a dash.

The appropriations for schools are not given in the following Table, as they may be found by referring to the previous Tables; also in the Abstract of School Returns, commencing on page ii. These appropriations include the sum raised by taxes, the income of the surplus revenue, and of such other funds as the towns may appropriate at their option, either to support common schools, or to pay ordinary municipal expenses. The income of other local funds, and the voluntary contributions, are not included in the estimate. The appropriations are reckoned the same as in the first series of Tables, and for the same reasons.

The amount of taxable property, in each city and town, according to the last State valuation, is also omitted, as it is already given in the foregoing Abstract of School Returns.

If the rank assigned to towns in the next Tables is compared with the rank of the same towns in the former series, it will be seen that they hold, in many instances, a very different place in the scale.

GRADUATED TABLES — SECOND SERIES.

[FOR THE STATE.]

A Graduated Table in which all the Towns in the State are numerically arranged according to the Percentage of their Taxable Property appropriated for the Support of Public Schools for the Year 1892-93.

For 1891-92, by the State Valuation of 1891.	For 1892-93, by the State Valuation of 1892.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1891-92, by the State Valuation of 1891.	For 1892-93, by the State Valuation of 1892.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
4	1	WEST STOCKBRIDGE,	\$.006-92	25	34	Hinsdale, .	\$.005-11
6	2	Hawley, .	6-75	8	35	Wellfleet, .	5-05
10	3	Sandwich, .	6-48	12	36	Lee, .	5-04
2	4	Holden, .	6-41	16	37	Northbridge, .	5-03
26	5	Blandford, .	6-05	18	38	Harwich, .	5-03
1	6	Florida, .	5-93	31	39	W. Boylston, .	4-96
9	7	Heath, .	5-93	39	40	Weymouth, .	4-96
15	8	Wrentham, .	5-92	58	41	Avon, .	4-96
3	9	Granville, .	5-89	27	42	Abington, .	4-94
38	10	Groveland, .	5-88	45	43	Chatham, .	4-89
5	11	Adams, .	5-87	23	44	Easthampton, .	4-88
11	12	Bernardston, .	5-80	49	45	Dighton, .	4-86
14	13	Spencer, .	5-72	47	46	Warren, .	4-84
156	14	Shutesbury, .	5-69	44	47	Buckland, .	4-83
7	15	Holbrook, .	5-67	33	48	Belchertown, .	4-80
28	16	Mansfield, .	5-61	86	49	Upton, .	4-80
79	17	Orange, .	5-61	187	50	Williamsburg, .	4-80
46	18	Medway, .	5-60	36	51	Dedham, .	4-78
73	19	Windsor, .	5-59	34	52	Clarksburg, .	4-76
19	20	Dudley, .	5-55	84	53	Rockland, .	4-75
13	21	Truro, .	5-50	43	54	Colrain, .	4-71
29	22	Dennis, .	5-50	40	55	N. Brookfield, .	4-69
32	23	Brookfield, .	5-46	67	56	Millbury, .	4-58
56	24	Randolph, .	5-46	60	57	Natick, .	4-56
264	25	Leyden, .	5-39	30	58	North Adams, .	4-53
35	26	Merrimac, .	5-36	81	59	Sterling, .	4-49
51	27	Ashland, .	5-32	114	60	Wilmington, .	4-48
41	28	Grafton, .	5-30	75	61	Franklin, .	4-46
87	29	Norwood, .	5-22	104	62	Westborough, .	4-46
24	30	Rehoboth, .	5-21	155	63	Monson, .	4-45
20	31	Palmer, .	5-15	53	64	Ludlow, .	4-43
21	32	South Hadley, .	5-15	68	65	Bradford, .	4-43
37	33	N. Attleboro', .	5-13	90	66	Berkley, .	4-43

For 1891-92, by the State Valuation of 1891.	For 1892-93, by the State Valuation of 1892.	TOWNS.	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.	For 1891-92, by the State Valuation of 1891.	For 1892-93, by the State Valuation of 1892.	TOWNS.	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.
89	67	Westminster,	\$\$.004-40	159	117	Brockton,	\$.004-03
57	68	Holliston, .	4-38	77	118	Needham, .	4-02
62	69	Swansea, .	4-38	107	119	Ashfield, .	4-02
76	70	Peabody, .	4-38	161	120	Wayland, .	4-02
54	71	New Salem, .	4-37	93	121	Stoughton, .	3-98
55	72	Foxborough, .	4-35	116	122	Leominster, .	3-98
63	73	Littleton, .	4-35	80	123	Orleans, .	3-96
50	74	E. Bridgew'r,	4-34	85	124	Southbridge, .	3-96
111	75	Petersham, .	4-34	244	125	Chester, .	3-96
113	76	W. Newbury, .	4-29	109	126	Danvers, .	3-95
144	77	Savoy, .	4-29	119	127	Woburn, .	3-95
174	78	Auburn, .	4-28	183	128	Conway, .	3-95
98	79	N. Andover, .	4-26	143	129	Wareham, .	3-94
122	80	Hudson, .	4-25	190	130	Tolland, .	3-94
64	81	Huntington, .	4-24	105	131	Washington, .	3-93
92	82	Wakefield, .	4-23	94	132	Gloucester, .	3-92
66	83	Marlborough, .	4-22	112	133	Norwell, .	3-92
82	84	Bridgewater, .	4-22	148	134	W. Springfi'd,	3-91
288	85	Wales, .	4-22	184	135	Shelburne, .	3-91
196	86	Bellingham, .	4-21	201	136	Charlton, .	3-91
199	87	Milford, .	4-21	118	137	Oxford, .	3-90
301	88	Russell, .	4-21	121	138	W. Brookfi'd,	3-90
65	89	Otis, .	4-20	17	139	Georgetown, .	3-88
72	90	Westford, .	4-20	142	140	Erving, .	3-88
61	91	Fairhaven, .	4-19	110	141	Hyde Park, .	3-87
74	92	Cheshire, .	4-19	217	142	Rowe, .	3-86
136	93	Phillipston, .	4-19	227	143	Melrose, .	3-84
96	94	Attleborough, .	4-18	135	144	Middlefield, .	3-82
128	95	Mashpee, .	4-17	179	145	Methuen, .	3-81
70	96	Templeton, .	4-16	129	146	Uxbridge, .	3-80
71	97	Walpole, .	4-16	48	147	Eastham, .	3-79
78	98	Longmeadow, .	4-16	169	148	Salisbury, .	3-79
166	99	Essex, .	4-16	139	149	Halifax, .	3-78
88	100	Provincetown, .	4-15	132	150	Taunton, .	3-77
100	101	Raynham, .	4-14	134	151	Gt. Barrington, .	3-76
108	102	Ashburnham, .	4-13	22	152	Pelham, .	3-73
91	103	Ayer, .	4-11	130	153	Montague, .	3-71
189	104	Tyringham, .	4-11	160	154	Worthington, .	3-71
42	105	Sheffield, .	4-10	131	155	Pittsfield, .	3-70
138	106	Somerset, .	4-10	158	156	Sturbridge, .	3-70
231	107	Gardner, .	4-09	106	157	Westhampton, .	3-69
336	108	Monroe, .	4-08	115	158	New Braintree, .	3-69
59	109	Douglas, .	4-06	124	159	Norfolk, .	3-69
165	110	Deerfield, .	4-06	133	160	Concord, .	3-69
117	111	Shrewsbury, .	4-05	137	161	Quincy, .	3-69
103	112	Sutton, .	4-04	146	162	Medford, .	3-69
95	113	Granby, .	4-03	149	163	Blackstone, .	3-66
99	114	Worthington, .	4-03	182	164	Barnstable, .	3-66
101	115	Stoneham, .	4-03	243	165	Rockport, .	3-66
147	116	Pepperell, .	4-03	177	166	Plymouth, .	3-65

For 1891-92, by the State Valuation of 1891.	For 1892-93, by the State Valuation of 1892.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1891-92, by the State Valuation of 1891.	For 1892-93, by the State Valuation of 1892.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
216	167	Monterey, .	\$.003-65	126	217	Hanson, .	\$.003-30
193	168	Winchester, .	3-64	176	218	Lakeville, .	3-30
186	169	Agawam, .	3-63	258	219	Northborough, .	3-30
212	170	Wilbraham, .	3-63	287	220	Sudbury, .	3-30
154	171	Barre, .	3-62	172	221	Ashby, .	3-28
228	172	Hanover, .	3-61	195	222	Somerville, .	3-27
123	173	Montgomery, .	3-59	232	223	Cambridge, .	3-27
140	174	Hopkinton, .	3-59	219	224	Chesterfield, .	3-25
164	175	Westport, .	3-59	248	225	Chaston, .	3-25
211	176	Everett, .	3-59	226	226	Tyngsboro', .	3-24
233	177	Williamstown, .	3-59	238	227	Gill, .	3-24
125	178	Brewster, .	3-58	250	228	Hubbardston, .	3-24
152	179	Reading, .	3-58	256	229	Royalston, .	3-22
167	180	Rochester, .	3-58	269	230	Wendell, .	3-22
175	181	Southborough, .	3-58	207	231	Chelsea, .	3-21
208	182	Fitchburg, .	3-58	229	232	Salem, .	3-21
194	183	Bolton, .	3-57	272	233	Braintree, .	3-21
97	184	Bourne, .	3-56	213	234	W. Bridgew'r, .	3-20
127	185	Leicester, .	3-55	246	235	Hingham, .	3-20
141	186	Shirley, .	3-55	198	236	Sherborn, .	3-18
157	187	Charlemont, .	3-55	249	237	Whitman, .	3-18
178	188	Malden, .	3-54	218	238	Tewksbury, .	3-16
181	189	Norton, .	3-54	273	239	Lexington, .	3-16
192	190	Ware, .	3-54	253	240	Fall River, .	3-14
224	191	Haverhill, .	3-52	223	241	Billerica, .	3-13
52	192	Richmond, .	3-51	241	242	Millis, .	3-13
171	193	Lanesborough, .	3-51	254	243	Lynn, .	3-12
239	194	Hadley, .	3-51	242	244	Southwick, .	3-11
180	195	Arlington, .	3-47	304	245	Princeton, .	3-11
162	196	Northfield, .	3-46	163	246	Saugus, .	3-10
168	197	Rutland, .	3-45	240	247	Townsend, .	3-10
185	198	Westfield, .	3-45	255	248	Chicopee, .	3-10
221	199	Rowley, .	3-45	200	249	Waltham, .	3-09
151	200	Becket, .	3-44	202	250	Marblehead, .	3-08
191	201	Clinton, .	3-44	247	251	Plainfield, .	3-08
69	202	N. Reading, .	3-43	266	252	Amesbury, .	3-08
210	203	Chelmsford, .	3-43	334	253	Greenwich, .	3-08
173	204	Athol, .	3-41	120	254	Kingston, .	3-06
235	205	Revere, .	3-41	188	255	Enfield, .	3-05
197	206	Brimfield, .	3-40	234	256	Acton, .	3-05
230	207	Middleboro', .	3-39	252	257	Lowell, .	3-05
222	208	Mendon, .	3-38	261	258	Hardwick, .	3-03
145	209	Andover, .	3-37	262	259	Maynard, .	3-03
150	210	Ipswich, .	3-37	263	260	Middleton, .	3-02
236	211	Worcester, .	3-36	203	261	Sandisfield, .	3-01
204	212	Framingham, .	3-35	209	262	Holyoke, .	3-00
268	213	Acushnet, .	3-33	-	263	West Tisbury, .	3-00
245	214	Dalton, .	3-32	102	264	N. Marlboro', .	2-99
206	215	Boxborough, .	3-31	220	265	Pembroke, .	2-98
214	216	Hampden, .	3-31	296	266	Plympton, .	2-98

For 1891-92, by the State Valuation of 1891.	For 1892-93, by the State Valuation of 1892.	TOWNS.	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.	For 1891-92, by the State Valuation of 1891.	For 1892-93, by the State Valuation of 1892.	TOWNS.	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.
153	267	Sunderland, .	\$.002-97	315	310	Newburyport, .	\$.002-38
215	268	Southampton, .	2-96	319	311	Belmont, .	2-32
276	269	Dana, .	2-96	324	312	Hancock, .	2-32
282	270	Harvard, .	2-94	311	313	Berlin, .	2-31
237	271	Boylston, .	2-93	307	314	Egremont, .	2-30
259	272	Whately, .	2-93	317	315	Stockbridge, .	2-27
299	273	Sharon, .	2-93	289	316	Edgartown, .	2-26
297	274	Oakham, .	2-92	308	317	Holland, .	2-25
225	275	Hopedale, .	2-91	316	318	Dunstable, .	2-23
285	276	New Bedford, .	2-91	260	319	Dartmouth, .	2-22
251	277	Newton, .	2-90	312	320	Hatfield, .	2-22
270	278	Warwick, .	2-89	306	321	Tisbury, .	2-21
313	279	Amherst, .	2-88	323	322	Cohasset, .	2-21
205	280	Webster, .	2-84	318	323	Lancaster, .	2-19
279	281	Greenfield, .	2-83	265	324	Peru, .	2-15
284	282	Easton, .	2-83	328	325	Topsfield, .	2-07
325	283	Dracut, .	2-81	320	326	Groton, .	2-03
170	284	Dover, .	2-80	329	327	Lenox, .	1-96
281	285	Watertown, .	2-79	321	328	Wellesley, .	1-90
305	286	Boxford, .	2-77	322	329	Hamilton, .	1-89
341	287	Paxton, .	2-76	347	330	Cummington, .	1-88
277	288	Lawrence, .	2-75	332	331	Winthrop, .	1-87
280	289	Leverett, .	2-73	338	332	Boston, .	1-86
290	290	Wenham, .	2-71	326	333	Swampscott, .	1-85
283	291	Lunenburg, .	2-70	314	334	Stow, .	1-83
278	292	Springfield, .	2-67	327	335	Nantucket, .	1-83
295	293	Duxbury, .	2-64	331	336	Prescott, .	1-80
298	294	Winchendon, .	2-64	335	337	Beverly, .	1-65
275	295	Scituate, .	2-63	340	338	Brookline, .	1-64
83	296	Gay Head, .	2-61	303	339	Marion, .	1-62
294	297	Burlington, .	2-60	333	340	Chilmark, .	1-59
292	298	Carver, .	2-58	339	341	Alford, .	1-55
291	299	Carlisle, .	2-57	337	342	Falmouth, .	1-53
286	300	Newbury, .	2-56	344	343	Milton, .	1-53
274	301	Seekonk, .	2-55	342	344	Mattapoisett, .	1-42
302	302	Goshen, .	2-55	345	345	Lincoln, .	1-36
257	303	Medfield, .	2-54	343	346	Cottage City, .	1-35
267	304	Bedford, .	2-53	309	347	New Ashford, .	1-23
293	305	Marshfield, .	2-52	346	348	Mt. Wash'ton, .	1-07
300	306	Freetown, .	2-46	348	349	Hull, .	0-94
271	307	Weston, .	2-45	349	350	Nahant, .	0-85
330	308	Lynnfield, .	2-43	350	351	Manchester, .	0-69
310	309	Yarmouth, .	2-42	351	352	Gosnold, .	0-44

GRADUATED TABLES — SECOND SERIES.

[COUNTY TABLES.]

In which all the Towns in the respective Counties in the State are numerically arranged according to the Percentage of their Taxable Property appropriated for the Support of Public Schools for the Year 1892-93.

BARNSTABLE COUNTY.

For 1891-92, by the State Valuation of 1891.	For 1892-93, by the State Valuation of 1892.	TOWNS.	Percentage of Valuation appropriated to Public Schools — equivalent to mills and hundredths of mills.	For 1891-92, by the State Valuation of 1891.	For 1892-93, by the State Valuation of 1892.	TOWNS.	Percentage of Valuation appropriated to Public Schools — equivalent to mills and hundredths of mills.
2	1	SANDWICH, .	\$.006-48	8	9	Orleans, .	\$.003-96
3	2	Truro, .	5-50	7	10	Eastham, .	3-79
5	3	Dennis, .	5-50	13	11	Barnstable, .	3-66
1	4	Wellfleet, .	5-05	11	12	Brewster, .	3-58
4	5	Harwich, .	5-03	10	13	Bourne, .	3-56
6	6	Chatham, .	4-89	14	14	Yarmouth, .	2-42
12	7	Mashpee, .	4-17	15	15	Falmouth, .	1-53
9	8	Provincetown,	4-15				

BERKSHIRE COUNTY.

2	1	WEST STOCKBRIDGE, .	\$.006-92	22	17	Monterey, .	\$.003-65
1	2	Florida, .	5-93	18	18	Williamstown, .	3-59
3	3	Adams, .	5-87	9	19	Richmond, .	3-51
11	4	Windsor, .	5-59	19	20	Lanesborough, .	3-51
5	5	Hinsdale, .	5-11	18	21	Becket, .	3-44
4	6	Lee, .	5-04	24	22	Dalton, .	3-32
7	7	Clarksburg, .	4-76	21	23	Sandisfield, .	3-01
6	8	North Adams, .	4-53	13	24	N. Marlboro', .	2-99
17	9	Savoy, .	4-29	29	25	Hancock, .	2-32
10	10	Otis, .	4-20	26	26	Egremont, .	2-30
12	11	Cheshire, .	4-19	28	27	Stockbridge, .	2-27
20	12	Tyringham, .	4-11	25	28	Peru, .	2-15
8	13	Sheffield, .	4-10	30	29	Lenox, .	1-96
14	14	Washington, .	3-93	31	30	Alford, .	1-55
16	15	Gt. Barrington, .	3-76	27	31	New Ashford, .	1-23
15	16	Pittsfield, .	3-70	32	32	Mt. Wash'ton, .	1-07

BOARD OF EDUCATION.

BRISTOL COUNTY.

For 1891-92, by the State Valuation of 1891.	For 1892-93, by the State Valuation of 1892.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1891-92, by the State Valuation of 1891.	For 1892-93, by the State Valuation of 1892.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
2	1	MASSFIELD, .	\$.005-61	10	11	Taunton, .	\$.003-77
1	2	Rehoboth, .	5-21	12	12	Westport, .	3-59
3	3	N. Attleboro', .	5-13	13	13	Norton, .	3-54
4	4	Dighton, .	4-86	16	14	Acushnet, .	3-33
7	5	Berkley, .	4-43	14	15	Fall River, .	3-14
6	6	Swansea, .	4-38	19	16	New Bedford, .	2-91
5	7	Fairhaven, .	4-19	18	17	Easton, .	2-83
8	8	Attleborough, .	4-18	17	18	Seekonk, .	2-55
9	9	Raynham, .	4-14	20	19	Freetown, .	2-46
11	10	Somerset, .	4-10	15	20	Dartmouth, .	2-22

DUKES COUNTY.

-	1	WEST TISBURY, .	\$.003-00	4	5	Chilmark, .	\$.001-59
1	2	Gay Head, .	2-61	5	6	Cottage City, .	1-35
2	3	Edgartown, .	2-26	6	7	Gosnold, .	0-44
3	4	Tisbury, .	2-21				

ESSEX COUNTY.

3	1	GROVELAND, .	\$.005-88	21	19	Lynn, .	\$.003-12
2	2	Merrimac, .	5-36	12	20	Saugus, .	3-10
4	3	Bradford, .	4-43	16	21	Marblehead, .	3-08
5	4	Peabody, .	4-38	23	22	Amesbury, .	3-08
9	5	W Newbury, .	4-29	22	23	Middleton, .	3-02
7	6	N. Andover, .	4-26	27	24	Boxford, .	2-77
13	7	Essex, .	4-16	24	25	Lawrence, .	2-75
8	8	Danvers, .	3-95	26	26	Wenham, .	2-71
6	9	Gloucester, .	3-92	25	27	Newbury, .	2-56
1	10	Georgetown, .	3-88	32	28	Lynnfield, .	2-43
15	11	Methuen, .	3-81	28	29	Newburyport, .	2-38
14	12	Salisbury, .	3-79	31	30	Topsfield, .	2-07
20	13	Rockport, .	3-66	29	31	Hamilton, .	1-89
18	14	Haverhill, .	3-52	30	32	Swampscott, .	1-85
17	15	Rowley, .	3-45	33	33	Beverly, .	1-65
10	16	Andover, .	3-37	34	34	Nahant, .	0-85
11	17	Ipswich, .	3-37	35	35	Manchester, .	0-69
19	18	Salem, .	3-21				

SCHOOL RETURNS.

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FRANKLIN COUNTY.

For 1891-92, by the State Valuation of 1892.	For 1892-93, by the State Valuation of 1892.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1891-92, by the State Valuation of 1891.	For 1892-93, by the State Valuation of 1893.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	HAWLEY, . .	\$.006-75	17	14	Shelburne, . .	\$.003-91
2	2	Heath, . .	5-93	10	15	Erving, . .	3-88
3	3	Bernardston, .	5-80	18	16	Rowe, . .	3-86
12	4	Shutesbury, .	5-69	9	17	Montagne, . .	3-71
7	5	Orange, . .	5-61	13	18	Charlemont, .	3-55
21	6	Leyden, . .	5-39	14	19	Northfield, .	3-46
5	7	Buckland, . .	4-83	19	20	Gill, . .	3-24
4	8	Colrain, . .	4-71	22	21	Wendell, . .	3-22
6	9	New Salem, .	4-37	11	22	Sunderland, .	2-97
26	10	Monroe, . .	4-08	20	23	Whately, . .	2-93
15	11	Deerfield, . .	4-06	23	24	Warwick, . .	2-89
8	12	Ashfield, . .	4-02	24	25	Greenfield, .	2-83
16	13	Conway, . .	3-95	25	26	Leverett, . .	2-73

HAMPDEN COUNTY.

3	1	BLANDFORD, . .	\$.006-05	10	12	Agawam, . .	\$.003-63
1	2	Granville, . .	5-89	14	13	Wilbraham, .	3-63
2	3	Palmer, . .	5-15	6	14	Montgomery, .	3-59
8	4	Monson, . .	4-45	9	15	Westfield, . .	3-45
4	5	Ludlow, . .	4-43	12	16	Brimfield, . .	3-40
20	6	Wales, . .	4-22	15	17	Hampden, . .	3-31
21	7	Russell, . .	4-21	16	18	Southwick, .	3-11
5	8	Longmeadow, .	4-16	18	19	Chicopee, . .	3-10
17	9	Chester, . .	3-96	13	20	Holyoke, . .	3-00
11	10	Tolland, . .	3-94	19	21	Springfield, .	2-67
7	11	W. Springfield, .	3-91	22	22	Holland, . .	2-25

HAMPSHIRE COUNTY.

1	1	SOUTH HADLEY, . .	\$.005-15	16	13	Hadley, . .	\$.003-51
3	2	Easthampton, .	4-88	15	14	Chesterfield, .	3-25
4	3	Belchertown, .	4-80	17	15	Plainfield, . .	3-08
11	4	Williamsburg, .	4-80	22	16	Greenwich, . .	3-08
5	5	Huntington, . .	4-24	12	17	Enfield, . .	3-05
6	6	Granby, . .	4-03	14	18	Southampton, .	2-96
7	7	Worthington, .	4-03	20	19	Amherst, . .	2-88
9	8	Middlefield, . .	3-82	18	20	Goshen, . .	2-55
2	9	Pelham, . .	3-73	19	21	Hatfield, . .	2-22
10	10	Northampton, .	3-71	23	22	Cummington, .	1-88
8	11	Westhampton, .	3-69	21	23	Prescott, . .	1-80
13	12	Ware, . .	3-54				

BOARD OF EDUCATION.

MIDDLESEX COUNTY.

For 1891-92, by the State Valuation of 1891.	For 1892-93, by the State Valuation of 1892.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1891-92, by the State Valuation of 1891.	For 1892-93, by the State Valuation of 1892.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	ASHLAND, . . .	\$.005-32	29	28	Boxborough, . .	\$.003-31
3	2	Natick, . . .	4-56	46	29	Sudbury, . . .	3-30
11	3	Wilmington, . .	4-48	21	30	Ashby, . . .	3-28
2	4	Holliston, . . .	4-38	25	31	Somerville, . .	3-27
4	5	Littleton, . . .	4-35	36	32	Cambridge, . .	3-27
13	6	Hudson, . . .	4-25	34	33	Tyngsboro', . .	3-24
9	7	Wakefield, . . .	4-23	26	34	Sherborn, . . .	3-18
5	8	Marlborough, . .	4-22	32	35	Tewksbury, . .	3-16
7	9	Westford, . . .	4-20	44	36	Lexington, . .	3-16
8	10	Ayer, . . .	4-11	33	37	Billerica, . . .	3-13
10	11	Stoneham, . . .	4-03	38	38	Townsend, . .	3-10
18	12	Pepperell, . . .	4-03	27	39	Waltham, . . .	3-09
20	13	Wayland, . . .	4-02	37	40	Acton, . . .	3-05
12	14	Woburn, . . .	3-95	40	41	Lowell, . . .	3-05
35	15	Melrose, . . .	3-84	41	42	Maynard, . . .	3-03
14	16	Concord, . . .	3-69	39	43	Newton, . . .	2-90
17	17	Medford, . . .	3-69	53	44	Dracut, . . .	2-81
24	18	Winchester, . .	3-64	45	45	Watertown, . .	2-79
15	19	Hopkinton, . . .	3-59	48	46	Burlington, . .	2-60
31	20	Everett, . . .	3-59	47	47	Carlisle, . . .	2-57
19	21	Reading, . . .	3-58	42	48	Bedford, . . .	2-53
16	22	Shirley, . . .	3-55	43	49	Weston, . . .	2-45
22	23	Malden, . . .	3-54	51	50	Belmont, . . .	2-32
23	24	Arlington, . . .	3-47	50	51	Dunstable, . .	2-23
6	25	N. Reading, . .	3-43	52	52	Groton, . . .	2-03
30	26	Chelmsford, . .	3-43	49	53	Stow, . . .	1-83
28	27	Framingham, . .	3-35	54	54	Lincoln, . . .	1-36

NANTUCKET COUNTY.

		NANTUCKET,	\$.001-83
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NORFOLK COUNTY.

2	1	WRENTHAM, . .	\$.005-92	10	9	Franklin, . . .	\$.004-46
1	2	Holbrook, . . .	5-67	6	10	Foxborough, . .	4-35
5	3	Medway, . . .	5-60	18	11	Bellingham, . .	4-21
7	4	Randolph, . . .	5-46	9	12	Walpole, . . .	4-16
12	5	Norwood, . . .	5-22	11	13	Needham, . . .	4-02
4	6	Weymouth, . .	4-96	13	14	Stoughton, . .	3-98
8	7	Avon, . . .	4-96	14	15	Hyde Park, . .	3-87
3	8	Dedham, . . .	4-78	15	16	Norfolk, . . .	3-69

SCHOOL RETURNS.

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NORFOLK COUNTY—CONCLUDED.

For 1891-92, by the State Valuation of 1891.	For 1892-93, by the State Valuation of 1892.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1891-92, by the State Valuation of 1891.	For 1892-93, by the State Valuation of 1892.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
16	17	Quincy, .	\$.003-69	21	23	Medfield, .	\$.002-54
20	18	Canton, .	3-25	25	24	Cohasset, .	2-21
22	19	Braintree, .	3-21	24	25	Wellesley, .	1-90
19	20	Millis, .	3-13	26	26	Brookline, .	1-64
23	21	Sharon, .	2-93	27	27	Milton, .	1-53
17	22	Dover, .	2-80				

PLYMOUTH COUNTY.

1	1	ABINGTON, .	\$.004-94	14	15	W. Bridgew'r,	\$.003-20
4	2	Rockland, .	4-75	18	16	Hingham, .	3-20
2	3	E. Bridgew'r,	4-34	19	17	Whitman, .	3-18
3	4	Bridgewater, .	4-22	6	18	Kingston, .	3-06
10	5	Brockton, .	4-03	15	19	Pembroke, .	2-98
9	6	Wareham, .	3-94	24	20	Plympton, .	2-98
5	7	Norwell, .	3-92	23	21	Duxbury, .	2-64
8	8	Halifax, .	3-78	20	22	Scituate, .	2-63
13	9	Plymouth, .	3-65	21	23	Carver, .	2-58
16	10	Hanover, .	3-61	22	24	Marshfield, .	2-52
11	11	Rochester, .	3-58	25	25	Marion, .	1-62
17	12	Middleboro', .	3-39	26	26	Mattapoisett, .	1-42
7	13	Hanson, .	3-30	27	27	Hull, .	0-94
12	14	Lakeville, .	3-30				

SUFFOLK COUNTY.

2	1	REVERE, .	\$.003-41	3	3	Winthrop, .	\$.001-87
1	2	Chelsea, .	3-21	4	4	Boston, .	1-86

WORCESTER COUNTY.

1	1	HOLDEN, .	\$.006-41	11	11	Millbury, .	\$.004-58
2	2	Spencer, .	5-72	13	12	Sterling, .	4-49
4	3	Dudley, .	5-55	18	13	Westborough, .	4-46
6	4	Brookfield, .	5-46	16	14	Westminster, .	4-40
8	5	Grafton, .	5-30	20	15	Petersham, .	4-34
3	6	Northbridge, .	5-03	34	16	Auburn, .	4-28
5	7	W. Boylston, .	4-96	38	17	Milford, .	4-21
9	8	Warren, .	4-84	28	18	Phillipston, .	4-19
15	9	Upton, .	4-80	12	19	Templeton, .	4-16
7	10	N. Brookfield, .	4-69	19	20	Ashburnham, .	4-13

BOARD OF EDUCATION.

WORCESTER COUNTY—CONCLUDED.

For 1891-92, by the State Valuation of 1891.	For 1892-93, by the State Valuation of 1892.	TOWNS.	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.	For 1891-92, by the State Valuation of 1891.	For 1892-93, by the State Valuation of 1892.	TOWNS.	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.
44	21	Gardner, .	\$\$.004-09	33	41	Athol, .	\$\$.003-41
10	22	Douglas, .	4-06	42	42	Mendon, .	3-38
23	23	Shrewsbury, .	4-05	45	43	Worcester, .	3-36
17	24	Sutton, .	4-04	49	44	Northborough	3-30
22	25	Leominster, .	3-98	47	45	Hubbardston,	3-24
14	26	Southbridge, .	3-96	48	46	Royalston, .	3-22
39	27	Charlton, .	3-91	56	47	Princeton, .	3-11
24	28	Oxford, .	3-90	50	48	Hardwick, .	3-03
25	29	W. Brookfield,	3-90	51	49	Dana, .	2-96
27	30	Uxbridge, .	3-80	52	50	Harvard, .	2-94
31	31	Sturbridge, .	3-70	46	51	Boylston, .	2-93
21	32	N. Braintree, .	3-69	54	52	Oakham, .	2-92
29	33	Blackstone, .	3-66	43	53	Hopedale, .	2-91
30	34	Barre, .	3-62	40	54	Webster, .	2-84
35	35	Southborough,	3-58	59	55	Paxton, .	2-76
41	36	Fitchburg, .	3-58	53	56	Lunenburg, .	2-70
37	37	Bolton, .	3-57	55	57	Winchendon, .	2-64
26	38	Leicester, .	3-55	57	58	Berlin, .	2-31
32	39	Rutland, .	3-45	58	59	Lancaster, .	2-19
36	40	Clinton, .	3-44				

SCHOOL RETURNS.

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GRADUATED TABLES — SECOND SERIES.

Showing the different Counties in the State, numerically arranged, according to the Percentage of their Taxable Property appropriated for the Support of Public Schools for the Year 1892-93.

For 1891-92, by the State Valuation of 1891.	For 1892-93, by the State Valuation of 1892.	COUNTIES.	Percentage of Valuation appropriated to Public Schools--equivalent to mills and hundredths of mills.	Amount of money raised by taxes for the support of Public Schools.	Income of Surplus Revenue and other funds, including the dogtax, used at the option of the town.	TOTALS.	Valuation of 1892.	Amount contributed for board and fuel.
3	1	FRANKLIN,	\$.003-87	\$78,371 32	\$1,513 63	\$79,884 95	\$20,637,911	\$131 00
3	2	Berkshire, .	3-86	175,378 49	1,892 13	177,270 62	45,846,855	100 00
2	3	Hampshire, .	3-74	105,964 83	2,750 67	108,715 50	29,033,016	20 00
5	4	Worcester, .	3-68	700,534 53	6,474 98	707,009 51	191,955,290	264 20
6	5	Plymouth, .	3-51	223,669 90	5,620 65	229,290 55	65,169,898	215 00
4	6	Barnstable, .	3-50	69,697 26	2,422 77	72,120 03	20,598,614	130 00
7	7	Middlesex, .	3-30	1,312,861 00	6,152 11	1,319,013 11	399,237,733	98 00
8	8	Bristol, .	3-30	459,193 40	8,630 10	467,823 50	141,613,234	368 15
9	9	Hampden, .	3-06	320,194 44	2,803 17	322,997 61	105,309,716	672 50
10	10	Essex, .	3-03	700,449 53	6,987 56	707,437 09	233,398,097	44 00
11	11	Norfolk, .	2-84	414,123 62	6,563 88	420,687 50	147,912,664	695 00
14	12	Suffolk, .	1-91	1,709,752 08	58,565 08	1,768,317 16	925,491,174	-
13	13	Nantucket, .	1-83	5,211 51	311 00	5,522 51	3,009,406	-
12	14	Dukes, .	1-82	6,739 29	218 12	6,957 41	3,811,482	-

AGGREGATE FOR THE STATE.

STATE, .	\$.002-74	\$6,282,141 20	\$110,905 85	\$6,393,047 05	\$2,333,025,090	\$2,737 85
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GRADUATED TABLES—SECOND SERIES.

Showing the Arrangement of Counties according to their Appropriations, including Voluntary Contributions.

For 1891-92, by the State Val- uation of 1891.	For 1892-93, by the State Val- uation of 1892.	COUNTIES.	Percentage of Val- uation appropriated to Public Schools— equivalent to mills and hundredths of mills.
3	1	FRANKLIN,	\$.003-87
1	2	Berkshire,	3-86
2	3	Hampshire,	3-74
5	4	Worcester,	3-68
6	5	Plymouth,	3-52
4	6	Barnstable,	3-50
7	7	Middlesex,	3-30
8	8	Bristol,	3-30
9	9	Hampden,	3-07
10	10	Essex,	3-03
11	11	Norfolk,	2-84
14	12	Suffolk,	1-91
13	13	Nantucket,	1-83
12	14	Dukes,	1-82
STATE,			\$.002-74

GRADUATED TABLES — THIRD SERIES.

The following Table exhibits the ratio of the average attendance for the year in each town to the whole number of children between 5 and 15 according to the returns.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals with the appropriate mathematical sign appended indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases where, without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is over 100 per cent. These results, supposing the registers to have been properly kept and the returns correctly made, are to be thus explained: The average attendance upon all Public Schools being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15 may more than compensate for the absence of children between those ages. The rank of the towns standing highest in the following Table is in accordance with the returns. As the returns are often incorrect, the rank may be too high in some cases.

GRADUATED TABLES—THIRD SERIES.

[FOR THE STATE.]

In which all the Towns in the State are numerically arranged according to the AVERAGE ATTENDANCE of the Children upon the Public Schools for the Year 1892-93.

TOWNS.				No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	ASHFIELD, .	106	133	1.25-47		
2	Weston, .	174	205	1.17-81		
3	Ashby, .	114	133	1.16-66		
4	Oakham, .	85	99	1.16-47		
5	Middlefield, .	65	70	1.07-69		
6	Natick, .	1,416	1,525	1.07-69		
7	Essex, .	223	237	1.06-27		
8	Nahant, .	97	103	1.06-18		
9	Sunderland, .	88	93	1.05-68		
10	Mendon, .	129	135	1.04-65		
11	Melrose, .	1,546	1,610	1.04-13		
12	Hubbardston, .	169	175	1.03-55		
13	Leominster, .	1,039	1,052	1.01-25		
14	Upton, .	257	260	1.01-16		
15	Manchester, .	201	203	1.00-99		
16	Needham, .	476	480	1.00-84		
17	Sharon, .	205	206	1.00-48		
18	Princeton, .	131	131	1.00-00		
19	Rutland, .	147	147	1.00-00		
20	Dana, .	90	90	1.00-00		
21	Gosnold, .	9	9	1.00-00		
22	Lexington, .	432	430	.99-53		
23	Hingham, .	587	584	.99-48		
24	Plymouth, .	1,382	1,374	.99-42		
25	Ayer, .	414	410	.99-03		
26	Medford, .	1,949	1,929	.98-97		
27	Rockland, .	838	829	.98-92		
28	Merrimac, .	425	420	.98-82		
29	Kingston, .	250	247	.98-80		
30	Walpole, .	382	377	.98-69		
31	Royalston, .	137	135	.98-54		
32	Littleton, .	164	161	.98-17		

TOWNS.				No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
33	Marshfield, .	213	209	.98-12		
34	Townsend, .	244	239	.97-95		
35	Savoy, .	85	83	.97-64		
36	Barnstable, .	588	574	.97-61		
37	Gloucester, .	3,637	3,550	.97-60		
38	Weymouth, .	1,746	1,702	.97-47		
39	Easthampton, .	685	667	.97-37		
40	Chilmark, .	32	31	.96-87		
41	Northboro', .	310	298	.96-12		
42	Randolph, .	580	556	.95-86		
43	Sudbury, .	186	178	.95-69		
44	Warwick, .	91	87	.95-60		
45	Shrewsbury, .	246	235	.95-52		
46	Reading, .	666	636	.95-49		
47	Groton, .	330	314	.95-15		
48	Framingham	1,665	1,582	.95-01		
49	Peru, .	37	35	.94-59		
50	Tolland, .	55	52	.94-54		
51	Belmont, .	400	377	.94-25		
52	Marblehead, .	1,116	1,050	.94-08		
53	Gt. Barr'gt'n, .	661	621	.93-94		
54	Barnardston, .	97	91	.93-81		
55	Bridgewater, .	487	455	.93-42		
56	Peabody, .	1,772	1,655	.93-39		
57	Wayland, .	332	310	.93-37		
58	Provincetown, .	818	763	.93-27		
59	Blandford, .	145	135	.93-10		
60	Chatham, .	275	256	.93-09		
61	Bourne, .	237	220	.92-82		
62	E. Bridgew'r, .	443	410	.92-55		
63	Concord, .	643	595	.92-53		
64	Ashburnham, .	371	343	.92-45		

SCHOOL RETURNS.

CXXV

TOWNS.				TOWNS.			
		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.			No. of children between 5 and 15 years of age in each town.	Average attendance upon School.
			Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.				Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
65	Orange, .	837	.773	113	Lincoln, .	142	.125
66	Greenfield, .	938	.866	114	Winchendon, .	769	.676
67	Boxborough, .	52	.48	115	Dennis, .	436	.383
68	Brimfield, .	153	.141	116	Leicester, .	555	.487
69	Acton, .	264	.243	117	Milford, .	1,293	1,132
70	Holbrook, .	427	.393	118	Greenwich, .	64	.56
71	Uxbridge, .	540	.497	119	Williamst'n, .	669	.585
72	Becket, .	136	.125	120	Winthrop, .	445	.389
73	Somerville, .	7,191	6,608	121	Erving, .	165	.144
74	Hopedale, .	194	.178	122	Deerfield, .	424	.370
75	Hudson, .	801	.734	123	Gardner, .	1,401	1,219
76	Enfield, .	179	.164	124	Dalton, .	504	.437
77	W. Springf'd, .	963	.882	125	Foxborough, .	461	.399
78	Tewksbury, .	306	.280	126	Gill, .	111	.96
79	Stoneham, .	919	.835	127	Heath, .	106	.91
80	Amherst, .	574	.521	128	Everett, .	2,541	2,180
81	Hopkinton, .	628	.570	129	Athol, .	948	.812
82	N. Attleboro', .	1,183	1,072	130	Whately, .	104	.89
83	W. Boylston, .	494	.446	131	Danvers, .	1,183	1,012
84	Duxbury, .	276	.249	132	Richmond, .	152	.130
85	Westford, .	355	.320	133	Truro, .	158	.135
86	Carver, .	147	.132	134	Belchertown, .	375	.320
87	South Hadley, .	696	.624	135	Whitman, .	838	.714
88	Monson, .	536	.480	136	Hadley, .	322	.274
89	Holden, .	473	.423	137	Norwood, .	764	.650
90	Bradford, .	652	.583	138	Rockport, .	676	.574
91	Southwick, .	141	.126	139	Wrentham, .	453	.384
92	Westboro', .	686	.613	140	Dighton, .	260	.220
93	Tyngsboro', .	74	.66	141	N. Andover, .	675	.571
94	Norfolk, .	157	.140	142	Norwell, .	213	.180
95	Maynard, .	514	.458	143	Bedford, .	153	.129
96	Dedham, .	1,177	1,048	144	Medway, .	527	.444
97	Montague, .	1,148	1,022	145	Sandwich, .	221	.186
98	Abington, .	702	.624	146	Attleborough, .	1,272	1,070
99	Shutesbury, .	80	.71	147	Tisbury, .	119	.100
100	Hinsdale, .	292	.259	148	Mansfield, .	634	.532
101	Cohasset, .	380	.337	149	Florida, .	80	.67
102	Falmouth, .	378	.335	150	Hanover, .	305	.255
103	Easton, .	779	.690	151	Harvard, .	140	.117
104	Saugus, .	687	.608	152	Milton, .	749	.626
105	Wellsfleet, .	164	.145	153	Dover, .	96	.80
106	Stow, .	137	.121	154	Conway, .	245	.204
107	Brewster, .	137	.121	155	Westminster, .	262	.218
108	Ashland, .	402	.355	156	Hawley, .	83	.69
109	Montgomery, .	34	.30	157	Lynn, .	8,869	7,355
110	Georgetown, .	357	.315	158	Brockton, .	4,788	3,968
111	Arlington, .	943	.832	159	Hanson, .	174	.144
112	Northbridge, .	806	.711	160	Fairhaven, .	443	.366

TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
161	Bolton, .	131	108 .82-44	209	Grafton, .	936	739 .78-95
162	Medfield, .	204	168 .82-35	210	W. Newbury, .	268	211 .78-73
163	Braintree, .	832	684 .82-21	211	Pittsfield, .	3,561	2,802 .78-68
164	Stockbridge, .	364	299 .82-14	212	Dunstable, .	61	48 .78-68
165	Yarmouth, .	251	206 .82-07	213	Winchester, .	984	774 .78-65
166	Beverly, .	1,782	1,462 .82-04	214	Burlington, .	103	81 .78-64
167	W. Stockb'ge, .	323	265 .82-04	215	Agawam, .	493	386 .78-29
168	Orleans, .	150	131 .81-87	216	Bellingham, .	230	180 .78-26
169	W. Brookf'ld, .	236	193 .81-77	217	Marlboro', .	2,480	1,937 .78-10
170	Chelmsford, .	475	388 .81-68	218	Petersham, .	148	115 .77-70
171	Brookline, .	2,156	1,761 .81-67	219	Malden, .	4,205	3,264 .77-62
172	Chesterfield, .	98	80 .81-63	220	Blackstone, .	915	710 .77-59
173	Sterling, .	184	150 .81-52	221	Boylston, .	116	90 .77-58
174	Millbury, .	911	741 .81-33	222	Edgartown, .	145	112 .77-24
175	Brookfield, .	528	429 .81-25	223	Southamp'on, .	175	135 .77-14
176	N. Marlboro', .	186	151 .81-18	224	Pembroke, .	192	148 .77-08
177	Lynnfield, .	95	77 .81-05	225	W. Tisbury, .	61	47 .77-04
178	Paxton, .	58	47 .81-03	226	Phillipston, .	78	60 .76-92
179	Freetown, .	184	149 .80-97	227	Methuen, .	934	718 .76-87
180	Gay Head, .	21	17 .80-95	228	New Salem, .	129	99 .76-74
181	Templeton, .	546	442 .80-95	229	Wilbraham, .	249	191 .76-70
182	Westfield, .	1,703	1,377 .80-85	230	Leyden, .	60	46 .76-66
183	Granby, .	120	97 .80-83	231	Sturbridge, .	377	289 .76-65
184	Wareham, .	495	400 .80-80	232	Norton, .	222	170 .76-57
185	Berlin, .	130	105 .80-76	233	Avon, .	264	202 .76-51
186	Cummington, .	150	121 .80-66	234	Mattapoisett, .	166	127 .76-50
187	Harwich, .	408	329 .80-63	235	Hancock, .	93	71 .76-34
188	Wilmington, .	222	179 .80-63	236	Rowley, .	190	145 .76-31
189	Charlemont, .	179	144 .80-44	237	Adams, .	1,725	1,316 .76-28
190	Warren, .	924	742 .80-30	238	Holliston, .	464	353 .76-07
191	Leverett, .	132	106 .80-30	239	Lenox, .	488	371 .76-02
192	Sheffield, .	279	224 .80-28	240	Plainfield, .	79	60 .75-94
193	N. Reading, .	152	122 .80-26	241	Berkley, .	151	114 .75-49
194	Lunenburg, .	191	153 .80-10	242	Boston, .	73176	55203 .75-43
195	Huntington, .	271	217 .80-07	243	Dartmouth, .	478	360 .75-31
196	Rowe, .	75	60 .80-00	244	W. Bridgew'r, .	279	210 .75-26
197	Cambridge, .	12451	9,959 .79-98	245	Buckland, .	282	212 .75-17
198	Barre, .	379	303 .79-94	246	Wellesley, .	520	390 .75 00
199	Andover, .	1,011	808 .79-92	247	Topsfield, .	160	120 .75-00
200	Cheshire, .	221	176 .79-63	248	Halifax, .	87	65 .74-71
201	Somerset, .	328	261 .79-57	249	Pepperell, .	601	448 .74-54
202	Newton, .	4,570	3,628 .79-38	250	Wakefield, .	1,580	1,175 .74-36
203	Colrain, .	310	246 .79-35	251	Monroe, .	39	29 .74-35
204	Pelham, .	92	73 .79-34	252	Worcester, .	15790	11727 .74-26
205	Prescott, .	48	38 .79-16	253	Otis, .	93	69 .74-19
206	Middleboro', .	927	734 .79-15	254	Williamsb'g, .	443	328 .74-04
207	Granville, .	177	140 .79-09	255	Scituate, .	437	323 .73-91
208	Eastham, .	62	49 .79-03	256	Alford, .	42	31 .73-80

SCHOOL RETURNS.

cxxvii

TOWNS.				TOWNS.			
		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.			No. of children between 5 and 15 years of age in each town.	Average attendance upon School.
			Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.				Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
257	Hull, . . .	103	.73-78	305	Salem, . . .	5,120	.66-40
258	Quincy, . . .	4,377	.73-74	306	Waltham, . . .	2,982	.66-23
259	Westport, . . .	399	.73-68	307	Russell, . . .	189	.66-13
260	Hamilton, . . .	148	.73-64	308	Wales, . . .	144	.65-97
261	Chelsea, . . .	4,763	.73-58	309	Ipswich, . . .	858	.65-96
262	Taunton, . . .	4,479	.73-52	310	Newbury, . . .	224	.65-62
263	Billerica, . . .	444	.73-40	311	Franklin, . . .	1,044	.65-32
264	Millis, . . .	154	.73-37	312	Washington, . . .	95	.65-26
265	Wenham, . . .	135	.73-33	313	Swansea, . . .	232	.65-08
266	Hyde Park, . . .	1,924	.73-12	314	Sandisfield, . . .	160	.65-00
267	Lancaster, . . .	334	.73-05	315	Tyringham, . . .	79	.64-55
268	Shelburne, . . .	263	.73-00	316	Shirley, . . .	220	.64-54
269	Douglas, . . .	381	.72-96	317	Chester, . . .	231	.64-50
270	New Ashford, . . .	22	.72-72	318	Sherborn, . . .	152	.64-47
271	Rehoboth, . . .	295	.72-54	319	Middleton, . . .	168	.64-28
272	Salisbury, . . .	220	.72-27	320	Revere, . . .	1,265	.62-92
273	Hatfield, . . .	248	.71-77	321	Clinton, . . .	2,032	.62-74
274	Palmer, . . .	1,208	.71-68	322	Haverhill, . . .	4,631	.62-70
275	Woburn, . . .	2,827	.71-31	323	Lee, . . .	708	.62-00
276	Spencer, . . .	1,878	.71-19	324	Watertown, . . .	1,306	.62-02
277	N. Braintree, . . .	110	.70-90	325	Lanesboro', . . .	214	.61-21
278	Mashpee, . . .	65	.70-76	326	Plympton, . . .	79	.60-75
279	Charlton, . . .	301	.70-76	327	Wendell, . . .	99	.60-60
280	Springfield, . . .	7,318	.70-70	328	N. Adams, . . .	2,991	.60-21
281	Carlisle, . . .	85	.70-58	329	Westhamp'n, . . .	85	.60-00
282	Monterey, . . .	105	.70-47	330	Nantucket, . . .	495	.59-39
283	Swampscott, . . .	463	.69-97	331	Lakeville, . . .	134	.58-95
284	Dracut, . . .	383	.69-97	332	Lowell, . . .	12552	.58-94
285	Northampton, . . .	2,639	.69-83	333	Newburyp't, . . .	2,352	.58-50
286	Auburn, . . .	300	.69-66	334	Mt. Wash'g't'n, . . .	24	.58-33
287	Windsor, . . .	105	.69-52	335	Stoughton, . . .	910	.58-13
288	Boxford, . . .	150	.69-33	336	Rochester, . . .	160	.58-12
289	Marion, . . .	153	.69-28	337	Lawrence, . . .	9,005	.57-76
290	Ludlow, . . .	436	.68-80	338	Amesbury, . . .	1,623	.57-17
291	Seekonk, . . .	260	.68-46	339	N. Bedford, . . .	8,605	.56-04
292	Worthington, . . .	114	.68-42	340	Hardwick, . . .	514	.55-25
293	Groveland, . . .	500	.68-40	341	Ware, . . .	1,684	.53-91
294	Southboro', . . .	370	.68-37	342	Clarksburg, . . .	200	.53-00
295	Egremont, . . .	116	.68-10	343	Canton, . . .	751	.52-86
296	Longmeadow, . . .	373	.68-09	344	Hampden, . . .	118	.52-54
297	Fitchburg, . . .	4,238	.68-07	345	Fall River, . . .	15680	.51-59
298	Acushnet, . . .	149	.67-78	346	Dudley, . . .	608	.50-32
299	Holland, . . .	31	.67-74	347	Chicopee, . . .	2,906	.48-31
300	Raynham, . . .	208	.67-30	348	N. Brookfield, . . .	836	.47-84
301	Cottage City, . . .	158	.67-08	349	Sutton, . . .	690	.46-81
302	Goshen, . . .	51	.66-66	350	Southbridge, . . .	1,701	.40-32
303	Northfield, . . .	251	.66-53	351	Holyoke, . . .	7,409	.38-92
304	Oxford, . . .	447	.66-44	352	Webster, . . .	1,426	.32-88

GRADUATED TABLES—THIRD SERIES.

[COUNTY TABLES.]

In which all the Towns in the respective Counties in the State are numerically arranged according to the AVERAGE ATTENDANCE of their Children upon the Public Schools for the Year 1892-93.

[For an explanation of the principles on which the Tables are constructed, see *ante*, p. cxxiii.]

BARNSTABLE COUNTY.

TOWNS.				TOWNS.			
		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.			No. of children between 5 and 15 years of age in each town.	Average attendance upon School.
			Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.				Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	BARNSTABLE, .	588	574 .97-61	9	Truro, .	158	135 .85-44
2	Provincetown, .	818	763 .93-27	10	Sandwich, .	221	186 .84-16
3	Chatham, .	275	256 .93-09	11	Yarmouth, .	251	206 .82-07
4	Bourne, .	237	220 .92-82	12	Orleans, .	160	131 .81-87
5	Falmouth, .	378	335 .88-62	13	Harwich, .	408	329 .80-63
6	Wellfleet, .	164	145 .88-41	14	Eastham, .	62	49 .79-03
7	Brewster, .	137	121 .88-32	15	Mashpee, .	65	46 .70-76
8	Dennis, .	436	383 .87-84				

BERKSHIRE COUNTY.

1	SAVOY, . . .	85	83	.97-64	17	Adams, . . .	1,725	1,316	.76-28
2	Peru, . . .	37	35	.94-59	18	Lenox, . . .	488	371	.76-02
3	G. Barringt'n,	661	621	.93-94	19	Otis, . . .	93	69	.74-19
4	Becket, . . .	136	125	.91-91	20	Alford, . . .	42	31	.73-80
5	Hinsdale, . .	292	259	.88-69	21	New Ashford,	22	16	.72-72
6	Williamst'n,	669	585	.87-44	22	Monterey, . .	105	74	.70-47
7	Dalton, . . .	504	437	.86-70	23	Windsor, . . .	105	73	.69-52
8	Richmond, . .	152	130	.85-52	24	Egremont, . .	116	79	.68-10
9	Florida, . . .	80	67	.83-75	25	Washington, .	95	62	.65-26
10	Stockbridge, .	364	299	.82-14	26	Sandisfield, .	160	104	.65-00
11	W. Stockb'ge,	323	265	.82-04	27	Tyringham, . .	79	51	.64-55
12	N. Marlboro',	186	151	.81-18	28	Lee, . . .	708	439	.62-00
13	Sheffield, . .	279	224	.80-28	29	Lanesboro', . .	214	131	.61-21
14	Cheshire, . . .	221	176	.79-63	30	North Adams,	2,991	1,801	.60-21
15	Pittsfield, . .	3,561	2,802	.78-68	31	Mt. Wash'gt'n,	24	14	.58-33
16	Hancock, . . .	93	71	.76-34	32	Clarksburg, . .	200	106	.53-00

SCHOOL RETURNS.

CXXIX

BRISTOL COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	N. ATTLEBOROUGH,	1,183	1,072	.90-61	11	Dartmouth, .	478	360	.75-31
2	Easton, .	779	690	.88-57	12	Westport, .	399	294	.73-68
3	Dighton, .	260	220	.84-61	13	Taunton, .	4,479	3,293	.73-52
4	Attleborough,	1,272	1,070	.84-11	14	Rehoboth, .	295	214	.72-54
5	Mansfield, .	634	532	.83-91	15	Seekonk, .	260	178	.68-46
6	Fairhaven, .	443	366	.82-61	16	Acushnet, .	149	101	.67-78
7	Freetown, .	184	149	.80-97	17	Raynham, .	208	140	.67-30
8	Somerset, .	328	261	.79-57	18	Swansea, .	232	151	.65-08
9	Norton, .	222	170	.76-57	19	N. Bedford, .	8,605	4,823	.56-04
10	Berkley, .	151	114	.75-49	20	Fall River, .	15680	8,090	.51-59

DUKES COUNTY.

1	GOSNOLD, .	9	9	1.00-00	5	Edgartown, .	145	112	.77-24
2	Chilmark, .	32	31	.96-87	6	W. Tisbury, .	61	47	.77-04
3	Tisbury, .	119	100	.84-03	7	Cottage City, .	158	106	.67-08
4	Gay Head, .	21	17	.80-95					

ESSEX COUNTY

1	ESSEX, .	223	237	1.06-27	19	Methuen, .	934	718	.76-87
2	Nahant, .	97	103	1.06-18	20	Rowley, .	190	145	.76-31
3	Manchester, .	201	203	1.00-99	21	Topsfield, .	160	120	.75-00
4	Merrimac, .	425	420	.98-82	22	Hamilton, .	148	109	.73-64
5	Gloucester, .	3,637	3,550	.97-60	23	Wenham, .	135	99	.73-33
6	Marblehead, .	1,116	1,050	.94-08	24	Salisbury, .	220	159	.72-27
7	Peabody, .	1,772	1,655	.93-39	25	Swampscott, .	463	324	.69-97
8	Bradford, .	652	583	.89-41	26	Boxford, .	150	104	.69-33
9	Saugus, .	687	608	.88-50	27	Groveland, .	500	342	.68-40
10	Georgetown, .	357	315	.88-23	28	Salem, .	512	3,400	.66-40
11	Danvers, .	1,183	1,012	.85-54	29	Ipswich, .	858	566	.65-96
12	Rockport, .	676	574	.84-91	30	Newbury, .	224	147	.65-62
13	N. Andover, .	675	571	.84-59	31	Middleton, .	168	108	.64-28
14	Lynn, .	8,869	7,355	.82-92	32	Haverhill, .	4,631	2,904	.62-70
15	Beverly, .	1,782	1,462	.82-04	33	Newburyp't, .	2,352	1,376	.58-50
16	Lynnfield, .	95	77	.81-05	34	Lawrence, .	9,005	5,202	.57-76
17	Andover, .	1,011	808	.79-92	35	Amesbury, .	1,623	928	.57-17
18	W. Newbury, .	268	211	.78-73					

BOARD OF EDUCATION.

FRANKLIN COUNTY.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	ASHFIELD, .	106	133	1.25-47	14	Conway, .	245	204	.83-26
2	Sunderland, .	88	93	1.05-68	15	Hawley, .	83	69	.83-13
3	Warwick, .	91	87	.95-60	16	Charlemont, .	179	144	.80-44
4	Barnardston, .	97	91	.93-81	17	Leverett, .	132	106	.80-30
5	Orange, .	837	773	.92-35	18	Rowe, . . .	75	60	.80-00
6	Greenfield, .	938	866	.92-32	19	Colrain, .	310	246	.79-35
7	Montague, .	1,148	1,022	.89-02	20	New Salem, .	129	99	.76-74
8	Shutesbury, .	80	71	.88-75	21	Leyden, .	60	46	.76-66
9	Erving, .	165	144	.87-27	22	Buckland, .	282	212	.75-17
10	Deerfield, .	424	370	.87-26	23	Monroe, .	39	29	.74-35
11	Gill, .	111	96	.86-48	24	Shelburne, .	263	192	.73-00
12	Heath, .	106	91	.85-84	25	Northfield, .	251	167	.66-53
13	Whately, .	104	89	.85-57	26	Wendell, .	99	60	.60-60

HAMPDEN COUNTY.

1	TOLLAND, . .	55	52	.94-54	12	Palmer, .	1,208	866	.71-68
2	Blandford, .	145	135	.93-10	13	Springfield, .	7,318	5,174	.70-70
3	Brimfield, .	153	141	.92-15	14	Ludlow, .	436	300	.68-80
4	W. Sp'gfield, .	963	882	.91-58	15	Longmead'w, .	373	254	.68-09
5	Monson, . .	536	480	.89-55	16	Holland, .	31	21	.67-74
6	Southwick, .	141	126	.89-36	17	Russell, .	189	125	.66-13
7	Montgomery, .	34	30	.88-23	18	Wales, .	144	95	.65-97
8	Westfield, .	1,703	1,377	.80-85	19	Chester, .	231	149	.64-50
9	Granville, .	177	140	.79-09	20	Hampden, .	118	620	.52-54
10	Agawam, .	493	386	.78-29	21	Chicopee, .	2,906	1,404	.48-31
11	Wilbraham, .	249	191	.76-70	22	Holyoke, .	7,409	2,884	.38-92

HAMPSHIRE COUNTY.

1	MIDDLEFIELD, .	65	70	1.07 69	13	Pelham, .	92	73	.79-34
2	Easthampton, .	685	667	.97-37	14	Prescott, .	48	38	.79-16
3	Enfield, .	179	164	.91-62	15	Southampt'n, .	175	135	.77-14
4	Amherst, .	574	521	.90-76	16	Plainfield, .	79	60	.75-94
5	South Hadley, .	696	624	.89-65	17	Williamsb'g, .	443	328	.74-04
6	Greenwich, .	64	56	.87-50	18	Hatfield, .	248	178	.71-77
7	Belchertown, .	375	320	.85-33	19	Northampt'n, .	2,639	1,843	.69-83
8	Hadley, .	322	274	.85-09	20	Worthington, .	114	78	.68-42
9	Chesterfield, .	98	80	.81-63	21	Goshen, .	51	34	.66-66
10	Granby, .	120	97	.80-83	22	Westhampt'n .	85	51	.60-00
11	Cummington, .	150	121	.80-66	23	Ware, .	1,684	908	.53-91
12	Huntington, .	271	217	.80-07					

SCHOOL RETURNS.

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MIDDLESEX COUNTY.

TOWNS.				TOWNS.					
No. of children between 5 and 15 years of age in each town.				No. of children between 5 and 15 years of age in each town.					
Average attendance upon School.				Average attendance upon School.					
Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.				Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.					
1	WESTON, . .	174	205	1.17-81	28	Ashland, .	402	355	.88-30
2	Ashby, . .	114	133	1.16-66	29	Arlington, .	943	832	.88-22
3	Natick, . .	1,416	1,525	1.07-69	30	Lincoln, .	142	125	.88-02
4	Melrose, . .	1,546	1,610	1.04-13	31	Everett, .	2,541	2,180	.85-79
5	Lexington, .	432	430	.99-53	32	Bedford, .	153	129	.84-31
6	Ayer, . .	414	410	.99-03	33	Chelmsford, .	475	388	.81-68
7	Medford, .	1,949	1,929	.98-97	34	Wilmington, .	222	179	.80-63
8	Littleton, .	164	161	.98-17	35	N. Reading, .	152	122	.80-26
9	Townsend, .	244	239	.97-95	36	Cambridge, .	12,451	9,959	.79-98
10	Sudbury, .	186	178	.95-69	37	Newton, .	4,570	3,628	.79-38
11	Reading, .	666	636	.95-49	38	Dunstable, .	61	48	.78-68
12	Groton, . .	330	314	.95-15	39	Winchester, .	984	774	.78-65
13	Framingham, .	1,665	1,582	.95-01	40	Burlington, .	103	81	.78-64
14	Belmont, .	400	377	.94-25	41	Marlborough, .	2,480	1,937	.78-10
15	Wayland, .	332	310	.93-37	42	Malden, .	4,205	3,264	.77-62
16	Concord, .	643	595	.92-53	43	Holliston, .	464	353	.76-07
17	Boxborough, .	52	48	.92-30	44	Pepperell, .	601	448	.74-54
18	Acton, . .	264	243	.92-04	45	Wakefield, .	1,580	1,175	.74-36
19	Somerville, .	7,191	6,608	.91-88	46	Billerica, .	444	326	.73-40
20	Hudson, .	801	734	.91-63	47	Woburn, .	2,827	2,016	.71-31
21	Tewksbury, .	306	280	.91-50	48	Carlisle, .	85	60	.70-58
22	Stoneham, .	919	835	.90-85	49	Draut, .	383	268	.69-97
23	Hopkinton, .	628	570	.90-76	50	Waltham, .	2,982	1,975	.66-23
24	Westford, .	355	320	.90-14	51	Shirley, .	220	142	.64-54
25	Tyngsboro', .	74	66	.89-18	52	Sherborn, .	152	98	.64-47
26	Maynard, .	514	458	.89-10	53	Watertown, .	1,306	810	.62-02
27	Stow, . .	137	121	.88-32	54	Lowell, .	12,552	7,399	.58-94

NORFOLK COUNTY — CONCLUDED.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
15	Dover, .	96	80	.83-33	22	Quincy, .	4,377	3,228	.73-74
16	Medfield, .	204	168	.82-35	23	Millis, .	154	113	.73-37
17	Braintree, .	832	684	.82-21	24	Hyde Park, .	1,924	1,407	.73-12
18	Brookline, .	2,156	1,761	.81-67	25	Franklin, .	1,044	682	.65-32
19	Bellingham, .	230	180	.78-26	26	Stoughton, .	910	529	.58-13
20	Avon, .	264	202	.76-51	27	Canton, .	751	397	.52-86
21	Wellesley, .	520	390	.75-00					

PLYMOUTH COUNTY.

1	MINGHAM, .	587	584	.99-48	15	Hanson, .	174	144	.82-75
2	Plymouth, .	1,382	1,374	.99-42	16	Wareham, .	495	400	.80-80
3	Rockland, .	838	829	.98-92	17	Middleboro', .	927	734	.79-15
4	Kingston, .	250	247	.98-80	18	Pembroke, .	192	148	.77-08
5	Marshfield, .	213	209	.98-12	19	Mattapoisett, .	166	127	.76-50
6	Bridgewater, .	487	455	.93-42	20	W. Bridgewater, .	279	210	.75-26
7	E. Bridgewater, .	443	410	.92-55	21	Halifax, .	87	65	.74-71
8	Duxbury, .	276	249	.90-21	22	Scituate, .	437	323	.73-91
9	Carver, .	147	132	.89-79	23	Hull, .	103	76	.73-78
10	Abington, .	702	624	.88-88	24	Marion, .	153	106	.69-28
11	Whitman, .	838	714	.85-20	25	Plympton, .	79	48	.60-75
12	Norwell, .	213	180	.84-50	26	Lakeville, .	134	79	.58-95
13	Hanover, .	305	255	.83-60	27	Rochester, .	160	93	.58-12
14	Brockton, .	4,788	3,968	.82-87					

SUFFOLK COUNTY.

1	WINTHROP, .	445	389	.87-41	3	Chelsea, .	4,763	3,505	.73-58
2	Boston, .	73,176	55,203	.75-43	4	Revere, .	1,265	796	.62-92

WORCESTER COUNTY.

1	OAKHAM, .	85	99	1.16-47	7	Rutland, .	147	147	1.00-00
2	Mendon, .	129	135	1.04-65	8	Dana, .	90	90	1.00-00
3	Hubbardston, .	169	175	1.03-55	9	Royalston, .	137	135	.98-54
4	Leominster, .	1,039	1,052	1.01-25	10	Northboro', .	310	298	.96-12
5	Upton, .	257	260	1.01-16	11	Shrewsbury, .	246	235	.95-52
6	Princeton, .	131	131	1.00-00	12	Ashburnham, .	371	343	.92-45

SCHOOL RETURNS.

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WORCESTER COUNTY — CONCLUDED.

TOWNS.		No. of children between 5 and 15 years of age in each town.	Average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.		No. of children between 5 and 15 years of age in each town.
13	Uxbridge, .	540	497	.92-03	37	Grafton, .	936
14	Hopedale, .	194	178	.91-75	38	Petersham, .	148
15	W. Boylston, .	494	446	.90-28	39	Blackstone, .	915
16	Holden, .	473	423	.89-42	40	Boylston, .	116
17	Westboro', .	686	613	.89-35	41	Phillipston, .	78
18	Northbridge, .	806	711	.88-21	42	Sturbridge, .	377
19	Winchendon, .	769	676	.87-90	43	Worcester, .	15790
20	Leicester, .	555	487	.87-74	44	Lancaster, .	334
21	Milford, .	1,293	1,132	.87-54	45	Douglas, .	381
22	Gardner, .	1,401	1,219	.87-00	46	Spencer, .	1,878
23	Athol, .	948	812	.85-65	47	N. Braintree, .	110
24	Harvard, .	140	117	.83-57	48	Charlton, .	301
25	Westminster, .	262	218	.83-20	49	Auburn, .	300
26	Bolton, .	131	108	.82-44	50	Southboro', .	370
27	W. Brookfi'd, .	236	193	.81-77	51	Fitchburg, .	4,238
28	Sterling, .	184	150	.81-52	52	Oxford, .	447
29	Millbury, .	911	741	.81-33	53	Clinton, .	2,032
30	Brookfield, .	528	429	.81-25	54	Hardwick, .	514
31	Paxton, .	58	47	.81-03	55	Dudley, .	608
32	Templeton, .	546	442	.80-95	56	N. Brookfield, .	836
33	Berlin, .	130	105	.80-76	57	Sutton, .	690
34	Warren, .	924	742	.80-30	58	Southbridge, .	1,701
35	Lunenburg, .	191	153	.80-10	59	Webster, .	1,426
36	Barre, .	379	303	.79-94			

Table in which all the Counties are numerically arranged, according to the AVERAGE ATTENDANCE of their Children upon the Public Schools for the Year 1892-93.

1891-92.	1892-93.	COUNTIES.	Ratio of Attendance.
1	1	BARNSTABLE, . . . . .	.89-00
3	2	Franklin, . . . . .	.86-30
2	3	Plymouth, . . . . .	.86.05
6	4	Norfolk, . . . . .	.80-02
4	5	Middlesex, . . . . .	.79-56
11	6	Dukes, . . . . .	.77-24
7	7	Suffolk, . . . . .	.75-19
5	8	Hampshire, . . . . .	.74-93
9	9	Berkshire, . . . . .	.74-72
8	10	Essex, . . . . .	.74-18
10	11	Worcester,73-98
12	12	Bristol,61-49
13	13	Hampden,61-06
14	14	Nantucket,59-39
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